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# Punjabi

## *Language and Culture Nine-year Program*

### **Classroom Assessment Materials**

Grade 5

2009

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**Alberta**  
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Also with a view to the future, the following are suggested as areas for further research and development:

1. The development of a comprehensive curriculum for the Punjabi Language and Culture Program, which would include the following components:

- a. A core curriculum for all students, which would include the basic concepts and skills of the Punjabi Language and Culture Program.
- b. A series of elective courses, which would allow students to specialize in different areas of the Punjabi Language and Culture Program.
- c. A series of enrichment activities, which would provide students with additional opportunities to learn about and practice the Punjabi Language and Culture.

2. The development of a comprehensive assessment system for the Punjabi Language and Culture Program, which would include the following components:

- a. A series of standardized tests, which would be used to measure students' knowledge and skills in the Punjabi Language and Culture Program.
- b. A series of performance-based assessments, which would be used to measure students' ability to apply their knowledge and skills in the Punjabi Language and Culture Program.
- c. A series of self-assessments, which would be used to measure students' confidence and motivation in the Punjabi Language and Culture Program.

3. The development of a comprehensive support system for the Punjabi Language and Culture Program, which would include the following components:

- a. A series of workshops and seminars, which would be used to provide teachers and students with additional opportunities to learn about and practice the Punjabi Language and Culture.
- b. A series of field trips and cultural experiences, which would provide students with additional opportunities to learn about and practice the Punjabi Language and Culture.
- c. A series of parent and community involvement activities, which would provide students with additional opportunities to learn about and practice the Punjabi Language and Culture.



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# Classroom Assessment Materials

## Grade 5

### Punjabi Language and Culture

#### Purpose

This document is designed to provide assessment materials for specific Grade 5 outcomes in the Punjabi Language and Culture Nine-year Program, Grades 4–5–6. The assessment materials are designed for the beginner level in the context of teaching for communicative competence.

Grade 5 learning outcomes from the Punjabi Language and Culture Nine-year Program, Grades 4–5–6 provided the basis for the development of the performance tasks and accompanying evaluation tools in this document. These assessment materials are intended to be closely linked to classroom practices and are aligned to the general and specific learner outcomes for Grade 5.

#### About the Assessment Materials

The assessment materials included in this document consist of performance tasks that are accompanied by a variety of evaluation tools that teachers can use to gather evidence and information about student progress and achievement.

These assessment materials focus on the specific Grade 5 outcomes from the *Applications* and *Global Citizenship* components in the Punjabi Language and Culture Nine-year Program, Grades 4–5–6. These specific outcomes are identified as Principal Outcomes in each of the performance tasks. Specific outcomes from the *Language Competence* and *Strategies* components that support the Principal Outcomes, and are addressed in the performance tasks, are listed as Supporting Outcomes.

#### Assessment for Learning and Assessment of Learning

The purposes of assessment can be divided into two categories: **assessment for learning** and **assessment of learning**.

**Assessment for learning**, also referred to as formative assessment, is characterized by the ongoing exchange of information about learning between teacher and student and between student and student. It provides information about student progress, allowing the teacher to make adjustments to best meet the learning needs of an individual student or an entire class. Assessment for learning involves specific, descriptive feedback but is **not** included in a performance grade. Assessment for learning promotes students' understanding of how they are doing in relation to learning outcomes and competence in setting personal learning goals. If students are to become competent users of assessment information, they need to be included in the assessment process.

**Assessment of learning**, also referred to as summative assessment, checks what a student has learned at a given point in time. It most often occurs at the end of a period of instruction; e.g., a unit or term. Assessment of learning information is designed to be summarized in a performance grade and shared with students, parents and others outside the classroom who have a right to know.

Teachers make professional decisions to determine which type of assessment strategy is most appropriate at any given time during the instructional cycle.

## How and When to Use the Assessment Materials

- Performance tasks and their accompanying evaluation tools in this document are ordered according to the *Applications* and *Global Citizenship* outcomes they address. They are not intended to be followed in sequential order.
- Teachers may use the assessment materials at any point during the school year to gather information about how well students perform in relation to specific outcomes from the program of studies.
- Teachers can choose which of the evaluation tools they will use with their students. It is not intended that teachers use all evaluation tools included in this document.
- The assessment materials are designed to be used for the purposes of assessment *for* learning (formative).
- Performance tasks and their accompanying evaluation tools should be adapted according to the language abilities, needs and interests of students.
- It is expected that teachers will use the information they collect in assessments to provide students with ongoing feedback, set learning goals and determine areas for further instruction and intervention.

## Assessment of the Strategies Outcomes

As students progress through the year, they should develop an awareness of a range of strategies and begin to apply them to assist their learning of the target language. As students engage in the performance tasks, it is recommended that teachers note students' emerging awareness of *language learning* and *language use* strategies to assist their comprehension and enhance communication.

The performance tasks in this document provide students with experiences that encourage them to use a variety of strategies; e.g., using gestures to aid comprehension, asking for clarification and working with others to complete a task. Strategies that help students complete the performance tasks are listed in the Supporting Outcomes section of each performance task description.

Students' use of strategies can be evaluated by students through self-assessment and by teachers as they observe and conference with students.



## Principles of Effective Classroom Assessment

- **Assessment is ongoing**

Assessment is a continuous process in which teachers gather information about student learning and consider it as they plan instruction. Ongoing student assessment facilitates decisions on how to best support student learning while students work toward achieving the outcomes in the program of studies.

Assessment and evaluation provide feedback to teachers, students and parents about student learning. The goal of this feedback is to help improve students' future performance. The assessment process has no beginning or end; it is a continuous process that enhances teaching and learning.

- **Assessment employs a variety of strategies**

"The most accurate profile of student achievement is based on the findings gathered from assessing student performance in a variety of contexts."<sup>1</sup> When teachers use a variety of assessment strategies, they are able to communicate about student performance in a range of outcomes in the program of studies.

- **Assessment criteria are clearly communicated**

Assessment criteria describe what students are expected to do to meet intended learning outcomes. Assessment criteria, written in age-appropriate language, are communicated to students before they begin any assessment activity. Sharing criteria with students empowers them to monitor their learning and tell others about their progress.

- **Assessment involves students**

Involve students in identifying their learning needs and goals. Facilitate self-assessment, peer assessment, conferencing and goal setting to enhance learning and to allow students to become effective users of assessment information.

- **Assessment demonstrates sensitivity to individual differences**

Assessment impacts student motivation and self-esteem and, therefore, needs to be sensitive to how individual students learn. Assessment focuses on a student's progress and growth in relation to specific outcomes. Information is shared with students and parents to compare a student's performance with his or her previous performances. This involves ongoing specific and descriptive feedback, i.e., verbal or written, that highlights student strengths and suggests goals for improvement.

In summary, effective classroom assessment:

- addresses specific outcomes in the program of studies
- shares intended specific outcomes with students prior to instruction
- assesses before, during and after instruction
- employs a variety of assessment strategies and evaluation tools to indicate student achievement
- grounds assessment within contexts that are meaningful to students
- shares criteria with students before assessment activity begins
- provides frequent and descriptive specific feedback to students
- facilitates students' communication with others who have a right to know about their progress and achievement
- ensures students can describe what comes next in their learning.

---

1. Alberta Assessment Consortium, *A Framework for Student Assessment* (Edmonton, AB: Alberta Assessment Consortium, 2005), p. 18.

The following chart<sup>2</sup> clarifies the differences between assessment of learning and assessment for learning.

Assessment <b>for</b> Learning ( <b>formative</b> assessment)	Assessment <b>of</b> Learning ( <b>summative</b> assessment)
Checks learning to decide what to do next, then provides suggestions of what to do; teaching and learning are indistinguishable from assessment	Checks what has been learned to date
Is designed to help educators and students improve learning	Is designed for the information of those not directly involved in daily learning and teaching (e.g., school administration, parents, school board, Alberta Education, post-secondary institutions) in addition to educators and students
Is used continually to provide descriptive feedback	Is presented in a periodic report
Usually uses detailed, specific and descriptive feedback, in a formal or informal report	Usually compiles data into a single number, score or mark as a formal report
Is not reported as part of an achievement grade	Is reported as part of an achievement grade
Usually focuses on improvement, compared with the student's previous best	Usually compares the student's learning with other students' learning, e.g., norm-referenced—making learning highly competitive, or the standard for a grade level; e.g., criterion-referenced—making learning more collaborative and individually focused
Must involve the student	Does not always involve the student

2. Adapted from Ruth Sutton, unpublished document, 2001, in Alberta Assessment Consortium, *Refocus: Looking at Assessment for Learning* (Edmonton, AB: Alberta Assessment Consortium, 2003), p. 4.



## ਮੇਰੀ ਸਕੂਲ ਦੀ ਸੂਚੀ / My School Schedule

### Student's Performance Task Description

To help you and your classmates get organized, your teacher has asked you to write your own school timetable, in Punjabi, to keep in your notebook or locker.

### Principal Outcomes

**A-5** *To extend their knowledge of the world*

- ☐ **A-5.2** gather and organize information  
a. sequence items in different ways

### Supporting Outcomes

**LC-1** *Attend to form*

- ☐ **LC-1.2** orthography  
c. copy familiar words, phrases and sentences
- ☐ **LC-1.3** lexicon  
a. use a range of words and phrases in familiar contexts, within a variety of lexical fields

**LC-5** *Apply knowledge of how discourse is organized, structured and sequenced*

- ☐ **LC-5.1** cohesion/coherence  
a. sequence elements of a simple story, process or series of events

**S-3** *General learning*

- ☐ **S-3.1** cognitive  
a. use a variety of simple cognitive strategies, with guidance, to enhance general learning; e.g., use charts to make information easier to understand and remember

### Materials

- Blank paper to create school schedules
- Available vocabulary regarding times, days of the week, school subjects, and words to describe familiar parts of the school day; e.g., break, lunch, dismissal

### Alternative Assessment Task

A friend of yours has missed school. Write down all the days, classes and homework your friend has missed. Use a computer program to organize the information into a chart.

## ਮੇਰੀ ਸਕੂਲ ਦੀ ਸੂਚੀ / My School Schedule

### Performance Task Description

To help you and your classmates get organized, your teacher has asked you to write your own school timetable, in Punjabi, to keep in your notebook or locker.

### Instructions

1. To create your school schedule in Punjabi, create a chart or table to fit in all your classes and other parts of the school day; e.g., breaks and a lunch hour.
2. Make sure you are able to find all the Punjabi words you need to write your schedule; e.g.,
  - ਜਮਾਤਾਂ ਦੇ ਨਾਮ / names of classes
  - ਸਮੇਂ ਦੀ ਵੰਡ / times
  - ਹਫ਼ਤੇ ਦੇ ਦਿਨ / days of the week
  - ਦਿਨ ਦੇ ਹੱਸੇ ਜਵੇਂ ਦੁ ਪਹਰ ਦਾ ਖਾਣਾ, ਛੁੱਟੀ ਦਾ ਸਮਾਂ / parts of the day (lunch, dismissal).
3. Create your schedule.

### Evaluation Tools

- Teacher Rating Scale
- Teacher Feedback
- Peer Assessment
- Rubric



## ਮੇਰੀ ਸਕੂਲ ਦੀ ਸੂਚੀ / My School Schedule: Teacher Rating Scale

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

The student can ...	Yes	A Good Start	Not Yet
A-5.2a • sequence items in different ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-1.2c • copy familiar words, phrases and sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-1.3a • use a range of words and phrases in familiar contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-5.1a • sequence elements of a simple story, process or series of events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths			
Challenges			



## ਮੇਰੀ ਸਕੂਲ ਦੀ ਸੂਚੀ / My School Schedule: Teacher Rating Scale

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

The student can ...	Yes	A Good Start	Not Yet
A-5.2a • sequence items in different ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-1.2c • copy familiar words, phrases and sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-1.3a • use a range of words and phrases in familiar contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LC-5.1a • sequence elements of a simple story, process or series of events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengths			
Challenges			

ਮੇਰੀ ਸਕੂਲ ਦੀ ਸੂਚੀ / My School Schedule:  
Teacher Feedback

The teacher comments on the following criteria:

The student ...

A-5.2a sequences items in different ways

LC-5.1a sequences elements of a process or series of events

LC-1.3a uses words and phrases in familiar contexts

ਤਰੀਕ : \_\_\_\_\_

ਪਥਾਰੇ \_\_\_\_\_

*When you made your school timetable, I noticed that you ... ☺*

*I also noticed ...*

*Next time you may want to try ...*

*From* \_\_\_\_\_



## ਮੇਰੀ ਸਕੂਲ ਦੀ ਸੂਚੀ / My School Schedule: Peer Assessment

ਨਾਮ : \_\_\_\_\_ ਤਰੀਕ : \_\_\_\_\_

ਮੈਂ \_\_\_\_\_ ਨੂੰ ਆਪਣੇ ਵਚਾਰ ਦੱਸ ਰਹੀ/ ਰਹਾ ਹਾਂ।

### My reflections on your work

- In your school schedule, I noticed ...

A compliment ...

Some advice for next time ...

### Student Response to Peer Assessment

ਨਾਮ : \_\_\_\_\_

**When I read my peer's comments on my work ...**

- |        |   |
|--------|---|
| S-3.1a | <ul style="list-style-type: none"> <li>I realize that I was successful at ...</li> </ul>    |
| S-3.1a | <ul style="list-style-type: none"> <li>I have learned that next time I could ...</li> </ul> |

## ਮੇਰੀ ਸਕੂਲ ਦੀ ਸੂਚੀ / My School Schedule: Rubric

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

Level The student ...	Excellent	Very Good	Acceptable	Limited	Insufficient/Blank
A-5.2a, LC-5.1a • puts items in order	presents items in the schedule in a <b>purposeful</b> order <input type="checkbox"/>	presents items in the schedule in a <b>systematic</b> order <input type="checkbox"/>	presents items in the schedule in a <b>simplistic</b> order <input type="checkbox"/>	presents items in the schedule in a <b>haphazard</b> order <input type="checkbox"/>	No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task <input type="checkbox"/>
LC-1.2c, LC-1.3a • uses familiar language	uses <b>relevant</b> , familiar words, phrases and sentences <input type="checkbox"/>	uses <b>appropriate</b> , familiar words, phrases and sentences <input type="checkbox"/>	uses <b>related</b> , familiar words, phrases and sentences <input type="checkbox"/>	uses <b>unrelated</b> but familiar words, phrases and sentences <input type="checkbox"/>	<input type="checkbox"/>



## ਪੜ੍ਹਨ ਦਾ ਹਫ਼ਤਾ ਮਨਾਈਏ / Celebrate Reading Week

### Student's Performance Task Description

It is ਪੜ੍ਹਨ ਦਾ ਹਫ਼ਤਾ ਮਨਾਈਏ / Celebrate Reading Week at your school. Your class has been reading simple Punjabi stories and poems. You have been talking about how the stories and poems make you feel and about your favourite parts or characters. As part of a ਪੜ੍ਹਨ ਦਾ ਹਫ਼ਤਾ ਮਨਾਈਏ / Celebrate Reading Week display in your school, you will create a poster, brochure, letter, card or booklet that illustrates your discussions about a Punjabi story or poem.

### Principal Outcomes

**A-2** *To express emotions and personal perspectives*

- ☐ **A-2.1** share ideas, thoughts, opinions, preferences
  - a. identify favourite people, places or things
  - b. express a personal response to a variety of situations

**GC-2** *Affirming diversity*

- ☐ **GC-2.3** awareness of own culture
  - a. recognize similarities between their own culture and other cultures

### Supporting Outcomes

**LC-1** *Attend to form*

- ☐ **LC-1.2** orthography
  - c. copy familiar words, phrases and sentences

**LC-3** *Interpret and produce written and visual texts*

- ☐ **LC-3.2** written production
  - a. produce simple written phrases in guided situations
- ☐ **LC-3.4** representing
  - a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations

**S-2** *Language use*

- ☐ **S-2.3** productive
  - a. use a variety of simple productive strategies, with guidance; e.g., use illustrations to provide details

### Materials

- Visual supports on walls regarding emotions and feelings
- A brainstormed class list of useful vocabulary and structures; e.g., I understand, I want, I feel, I hope, I wish, because

### Alternative Assessment Task

Using sentence prompts provided by your teacher, interview a classmate about his or her favourite Punjabi story or poem. Discuss his or her favourite parts or characters and how the story or poem made him or her feel. Talk about the feelings/emotions expressed.

## ਪੜ੍ਹਨ ਦਾ ਹਫ਼ਤਾ ਮਨਾਈਏ / Celebrate Reading Week

### Performance Task Description

It is ਪੜ੍ਹਨ ਦਾ ਹਫ਼ਤਾ ਮਨਾਈਏ / Celebrate Reading Week at your school. Your class has been reading simple Punjabi stories and poems. You have been talking about how the stories and poems make you feel and about your favourite parts or characters. As part of a ਪੜ੍ਹਨ ਦਾ ਹਫ਼ਤਾ ਮਨਾਈਏ / Celebrate Reading Week display for in your school, you will create a poster, brochure, letter, card or booklet that illustrates your discussions about a Punjabi story or poem.

### Instructions

1. Decide how you will share your work; e.g., poster, brochure, letter, card, booklet.
2. Choose a Punjabi story or poem to share.
3. Share your favourite person, place or thing from the story or poem.
4. Share the different emotions and feelings portrayed in the story or poem.
5. How does the story or poem make you feel?
6. Use the following sentence starters to write your Punjabi sentences.
  - ਮੈਂ ਪੜ੍ਹ ਰਿਹਾ/ਰਹੀ ਹਾਂ \_\_\_\_\_। / I am reading \_\_\_\_\_.
  - ਮੈਨੂੰ ਪਸੰਦ ਹੈ \_\_\_\_\_ ਕਉਂ ਕ \_\_\_\_\_। / I like \_\_\_\_\_ because \_\_\_\_\_.
  - ਜਦੋਂ ਮੈਂ ਸੋਚਦਾ/ਸੋਚਦੀ ਹਾਂ \_\_\_\_\_, ਮੈਨੂੰ ਮ ਹਸੁਸ ਹੁੰਦਾ ਹੈ \_\_\_\_\_। / When I think of \_\_\_\_\_, I feel \_\_\_\_\_.
  - ਮੈਂ ਮ ਹਸੁਸ ਕਰਦਾ/ਕਰਦੀ ਹਾਂ \_\_\_\_\_ ਜਦੋਂ \_\_\_\_\_। / I feel \_\_\_\_\_ when \_\_\_\_\_.
7. Write, in English, about a time you shared the same feelings or experienced a similar situation as those in the story or poem.
8. Create your presentation for the display. Write your Punjabi sentences and English explanation. Use pictures or other visuals to support your message.

### Evaluation Tools

- Teacher Rating Scale
- Self-assessment Rating Scale
- Peer-assessment Rating Scale
- Rubric



**ਪੜ੍ਹਨ ਦਾ ਹਫ਼ਤਾ ਮਨਾਈਏ / Celebrate Reading Week:  
Teacher Rating Scale**

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

Criteria	Excellent	Very Good	Satisfactory	Not Yet
<b>The student ...</b>				
A-2.1a • identifies a favourite person, place or thing in the text	●	●	●	●
LC-1.2c, LC-3.2a • writes familiar words or sentences in Punjabi	●	●	●	●
LC-3.4a, S-2.3a • uses visuals to express meaning	●	●	●	●
GC-2.3a • makes a personal connection to characters or the situation in the text	●	●	●	●
<b>Comments</b>				

**ਪੜ੍ਹਨ ਦਾ ਹਫ਼ਤਾ ਮਨਾਈਏ / Celebrate Reading Week:  
Self-assessment Rating Scale**

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

In this task, I could...	Yes	Getting There	Not Yet
<b>A-2.1a</b> • share my favourite part or character from the story or poem I know this because ...			
<b>A-2.1a</b> • share how the story or poem made me feel I know this because ...			
<b>GC-2.3a</b> • explain, in English, what I have in common with the character or the situation in the story or poem I know this because ...			
<b>LC-1.2c,</b> • use the sentence starters my teacher gave me <b>LC-3.2a</b> to write my Punjabi sentences I know this because ...			
<b>LC-3.4a,</b> • use pictures or other visuals to help explain <b>S-2.3a</b> my message I know this because ...			

**I am proud of my ਪੜ੍ਹਨ ਦਾ ਹਫ਼ਤਾ ਮਨਾਈਏ / Celebrate Reading Week display because ...**



**ਪੜ੍ਹਨ ਦਾ ਹਫ਼ਤਾ ਮਨਾਈਏ / Celebrate Reading Week:  
Peer-assessment Rating Scale**

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

ਮੈਂ \_\_\_\_\_ ਨੂੰ ਆਪਣੇ ਵਜ਼ਾਰ ਦੱਸ ਰਹਾ/ਰਹੀ ਹਾਂ।

You could ...		Yes	Getting There	Not Yet	Feedback
A-2.1b, LC-3.2a	<ul style="list-style-type: none"> <li>write, in Punjabi, how the story or poem made you feel</li> </ul>				
A-2.1a, LC-3.2a	<ul style="list-style-type: none"> <li>write, in Punjabi, about your favourite part of the story or poem</li> </ul>				
LC-3.4a, S-2.3a	<ul style="list-style-type: none"> <li>display your presentation in an interesting way</li> </ul>				

Something I really liked about your presentation ...

Some advice for next time would be ...

My partner's response to my feedback ...

# ਪੜ੍ਹਨ ਦਾ ਹਫ਼ਤਾ ਮਨਾਈਏ / Celebrate Reading Week: Rubric

ਨਾਮ: \_\_\_\_\_

ਤਰੀਕ: \_\_\_\_\_

Level	Excellent	Very Good	Acceptable	Not Yet	Insufficient/Blank
<b>The student ...</b> A-2.1a, A-2.1b • expresses feelings about favourite parts of the text	expresses feelings and identifies favourite parts of the text in an articulate, detailed and comprehensive manner	expresses feelings and identifies favourite parts of the text in a thoughtful and complete manner	expresses feelings and identifies favourite parts of the text in an appropriate and simplistic manner	expresses feelings and identifies favourite parts of the text in an superficial and vague manner	No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task
GC-2.3a • makes a personal connection with the text	makes an insightful personal connection with the text	makes a thoughtful personal connection with the text	makes a general personal connection with the text	makes a superficial personal connection with the text	
LC-1.2c, LC-3.2a • creates simple sentences and uses familiar words	creates simple sentences that are accurate and uses familiar words effectively	creates simple sentences that are mostly accurate and uses familiar words appropriately	creates simple sentences that are somewhat accurate and uses familiar words simplistically but with occasional errors	creates simple sentences that are inaccurate and/or uses familiar words inappropriately	
LC-3.4a, S-2.3a • uses visuals to support presentation	uses vivid visuals to significantly enhance presentation	uses interesting visuals to substantially improve presentation	uses simplistic visuals to support presentation	visuals lack appeal and/or do little to support presentation	



## ਸਭਿਆਚਾਰਕ ਕੇਂਦਰ ਦੀ ਪ੍ਰਦਰਸ਼ਨੀ / Cultural Centre Display

### Student's Performance Task Description

A cultural centre in your community has asked local second-language classes to take turns creating educational displays about languages for the centre. Your Punjabi class has decided to create a display showing how different languages are written, using examples from your own community.

Principal Outcomes	
<i>GC-1 Historical and contemporary elements of Punjabi culture</i>	<input type="checkbox"/> <b>GC-1.3 applying cultural knowledge</b> a. identify elements of Punjabi culture in the school and community
<i>GC-2 Affirming diversity</i>	<input type="checkbox"/> <b>GC-2.2 general language knowledge</b> a. identify differences and similarities among writing systems from different languages within their personal experience

Supporting Outcomes	
<i>S-1 Language learning</i>	<input type="checkbox"/> <b>S-1.1 cognitive</b> a. use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., identify similarities and differences in writing systems

### Materials

- Samples of writing in other languages from the community; e.g., menus; pamphlets; information from a cultural centre, public library or yellow pages; publications from a legion or health clinic

### Alternative Assessment Task

Create a poster for display in the classroom that shows an example of the writing system of a different language and a statement about how it is both different from and similar to English.

## ਸਭਿਆਚਾਰਕ ਕੇਂਦਰ ਦੀ ਪ੍ਰਦਰਸ਼ਨੀ / Cultural Centre Display

### Performance Task Description

A cultural centre in your community has asked local second-language classes to take turns creating educational display about languages for the centre. Your Punjabi class has decided to create a display showing how different languages are written, using examples from your own community.

### Instructions

1. Think about or look at examples of writing in different languages from your community.
2. With a partner or in a small group, discuss how the writing systems of the different languages seem both different from and similar to English.
3. With your teacher's help, discuss how the writing systems of the different languages seem both different from and similar to one another.
4. On a piece of blank paper, paste an example of writing in a different language and write a statement about it; e.g., "Letters in Cantonese look like pictures."
5. Share your writing example and statement with your classmates.

### Evaluation Tools

- Teacher Rating Scale and Checklist
- Self-assessment
- Peer Assessment

ਤਰੀਕ : \_\_\_\_\_



## ਸਭਿਆਚਾਰਕ ਕੇਂਦਰ ਦੀ ਪ੍ਰਦਰਸ਼ਨੀ / Cultural Centre Display: Self-assessment

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

**Criteria:** GC-1.3a, GC-2.2a, S-1.1a The student identifies elements of the culture in the school and community; identifies differences and similarities in writing systems

My sample is from this language ...	Where does the sample come from?	How is this sample different from other types of writing?	How is this writing similar to other types of writing?

What I have learned about the writing systems of other languages ...

I would like to learn more about ...

**ਸਭਿਆਚਾਰਕ ਕੇਂਦਰ ਦੀ ਪ੍ਰਦਰਸ਼ਨੀ / Cultural Centre Display:  
Peer Assessment**

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

ਮੈਂ \_\_\_\_\_ ਨੂੰ ਆਪਣੇ ਵਚਾਰ ਦੱਸ ਰਹਾ/ਰਹੀ ਹਾਂ।

**S-1.1a My reflections on your work**

On your display for the bulletin board, I noticed that what you did really well was ...

Something I learned from your display was ...

Something I would suggest is ...

**Student Response to Peer Assessment**

ਨਾਮ : \_\_\_\_\_

**When I read my peer's comments on my work ...**

- I realize that I was successful at ...
  
- I have learned that next time I could ...

## ਸ਼ੁਕਰਵਾਰ ਦੀ ਸਰਗਰਮੀ / Friday Activity

### Student's Performance Task Description

Each Friday, your teacher will choose a card that has a suggested ਸ਼ੁਕਰਵਾਰ ਦੀ ਸਰਗਰਮੀ / Friday Activity written by a student in your Punjabi class. The activity will be used to practise Punjabi in that day's lesson. Think of a ਸ਼ੁਕਰਵਾਰ ਦੀ ਸਰਗਰਮੀ / Friday Activity, write it on your card and submit it to your teacher.

### Principal Outcomes

**A-3** *To get things done*

- ☐ **A-3.2 state personal actions**
  - b. express a wish or a desire to do something
- ☐ **A-3.3 manage group actions**
  - b. suggest, initiate or direct action in group activities

### Supporting Outcomes

**LC-3** *Interpret and produce written and visual texts*

- ☐ **LC-3.2 written production**
  - a. produce simple written phrases in guided situations

**LC-4** *Apply knowledge of the sociocultural context*

- ☐ **LC-4.4 social conventions**
  - a. use basic politeness conventions

### Materials

- A brainstormed list of suggested activities to practise Punjabi

### Alternative Assessment Task

Your teacher will be away from school for a day and is not able to get a Punjabi-speaking substitute. Your teacher has asked each of you to e-mail a short note, in Punjabi, suggesting an activity you could do to practise Punjabi while your teacher is away.



## ਸ਼ੁਕਰਵਾਰ ਦੀ ਸਰਗਰਮੀ / Friday Activity

### Student's Performance Task Description

Each Friday, your teacher will choose a card that has a suggested ਸ਼ੁਕਰਵਾਰ ਦੀ ਸਰਗਰਮੀ / Friday Activity written by a student in your Punjabi class. The activity will be used to practise Punjabi in that day's lesson. Think of a ਸ਼ੁਕਰਵਾਰ ਦੀ ਸਰਗਰਮੀ / Friday Activity, write it on your card and submit it to your teacher.

### Instructions

1. Think of an activity that could be used to practise Punjabi.
2. Your teacher will give you a small card on which you will write your suggested activity in Punjabi.

### Sample

ਪਿਆਰੇ ਸ਼੍ਰੀਮਤੀ \_\_\_\_\_ ਜੀ / Dear Mrs. \_\_\_\_\_

ਮੈਂ ਸ਼ੁਕਰਵਾਰ ਨੂੰ \_\_\_\_\_ (ਖੇਡਣਾ/ਕਰਨਾ/ਪੜ੍ਹਨਾ/ਬਣਾਉਣਾ) \_\_\_\_\_ ਚਾਹੁੰਦਾ/ਚਾਹੁੰਦੀ ਹਾਂ। / I  
want to \_\_\_\_\_ (play/do/read/make) \_\_\_\_\_ on Friday.

ਆਪਦਾ/ਆਪਦੀ ਸ਼ੁਭ ਚੰਤਕ/ਸ ਤਕਾਰ ਸ ਹਤ/ਧੰਨਵਾਦ, / Sincerely,  
(ਵ ਦਾਅਰਥੀ ਦਾ ਨਾਮ) \_\_\_\_\_ / (Student's name) \_\_\_\_\_

3. Submit the card to the teacher.

### Evaluation Tools

- Teacher Rating Scale
- Self-assessment Rating Scale
- Teacher or Peer Assessment

## ਸ਼ੁਕਰਵਾਰ ਦੀ ਸਰਗਰਮੀ / Friday Activity: Teacher Rating Scale

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

The student can ...

Yes A Good Start Not Yet

A-3.3b • suggest action in group activities

☐☐☐

A-3.2b • express a wish or a desire to do something

☐☐☐

LC-3.2a • produce simple written sentences in Punjabi

☐☐☐

LC-4.4a • use basic politeness conventions

☐☐☐

Strengths

Challenges



## ਸ਼ੁਕਰਵਾਰ ਦੀ ਸਰਗਰਮੀ / Friday Activity: Teacher Rating Scale

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

The student can ...

Yes A Good Start Not Yet

A-3.3b • suggest action in group activities

☐☐☐

A-3.2b • express a wish or a desire to do something

☐☐☐

LC-3.2b • produce simple written sentences in Punjabi

☐☐☐

LC-4.4a • use basic politeness conventions

☐☐☐

Strengths

Challenges

**ਸ਼ੁਕਰਵਾਰ ਦੀ ਸਰਗਰਮੀ / Friday Activity:  
Self-assessment Rating Scale**

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

I can ...	Yes	A Good Start	Not Yet	I know this because ...
A-3.2b, A-3.3b • suggest a Friday activity I want to do				
LC-3.2a, LC-4.4a • write my card, using polite words				



## ਸ਼ੁਕਰਵਾਰ ਦੀ ਸਰਗਰਮੀ / Friday Activity: Teacher or Peer Assessment

The student or teacher may comment on the following criteria:

The student ...

A-3.2b expresses a desire to do something

A-3.3b suggests action in group activities

LC-3.2a produces simple sentences

LC-4.4a uses basic politeness conventions

ਤਰੀਕ : \_\_\_\_\_

ਪ੍ਰਸ਼ਾਸ਼ਿਤ \_\_\_\_\_,

*When you made your school timetable, I noticed that you ...☺*

*I also noticed ...*

*Next time you may want to try ...*

*From* \_\_\_\_\_

## ਸਭਿਆਚਾਰ ਬਾਰੇ ਵਿਚਾਰ / Ideas about Culture

### Student's Performance Task Description

Your school is holding an Open House where your class will showcase Punjabi culture. With your teacher, you and your classmates will review your knowledge of Punjabi culture and choose examples to display.

### Principal Outcomes

*GC-1 Historical and contemporary elements of Punjabi culture*

- ☐ **GC-1.1 accessing/analyzing cultural knowledge**
  - a. make observations of Punjabi culture
- ☐ **GC-1.4 diversity within Punjabi culture**
  - a. identify some elements that reflect diversity within Punjabi culture

### Supporting Outcomes

*S-3 General learning*

- ☐ **S-3.1 cognitive**
  - a. use a variety of simple cognitive strategies, with guidance, to enhance general learning; e.g., use mental images, connect what is already known with what is being learned

### Materials

- Small sticky notes or chart paper

### Alternative Assessment Task

Your Punjabi class will conduct a cultural exchange with a Grade 5 class of another language. Think of different aspects of Punjabi culture and create displays, activities or performances to illustrate them.

## ਸਭਿਆਚਾਰ ਬਾਰੇ ਵਿਚਾਰ / Ideas about Culture

### Performance Task Description

Your school is holding an Open House where your class will showcase Punjabi culture. With your teacher, you and your classmates will review your knowledge of Punjabi culture and choose examples to display.

### Instructions

1. Your teacher will give you some sticky notes.
2. On each sticky note, write a single idea or fact about Punjabi culture; e.g., on one sticky note, write the name of a Punjabi meal; on another sticky note, write the name of a sport that is very popular in a Punjabi-speaking country.
3. If you are having trouble remembering information about Punjabi culture, think about how you can find this information around you. Look at the posters on the wall, check in textbooks, look in your notebook or think about a cultural experience you have had.
4. Gather all of your sticky notes and put them on the board.
5. With your teacher's help, create categories; e.g., all the food items would go under a category called ਖਾਣ ਵਾਲੇ ਪਦਾਰਥ / FOOD.
6. Use your categories to help you decide which items to showcase at the Open House; e.g., traditional clothing, musical instruments, objects.

### Evaluation Tools

- Student Reflections
- Teacher Feedback to Student Reflections
- Observation Checklist





**ਸਭਿਆਚਾਰ ਬਾਰੇ ਵਿਚਾਰ / Ideas about Culture:  
Teacher Feedback to Student Reflections**

ਨਾਮ : _____	ਤਰੀਕ : _____
<b>GC-1.1a</b> <ul style="list-style-type: none"> <li>observations of the culture</li> </ul> <b>GC-1.4a</b> <ul style="list-style-type: none"> <li>identify elements of culture</li> </ul> <b>S-3.1a</b> <ul style="list-style-type: none"> <li>cognitive strategies; e.g., use mental images to remember new information</li> </ul>	<div style="border-bottom: 1px solid black; height: 100px; margin-bottom: 10px;"></div> <p>On your reflections about the cultural activity, I noticed ...</p> <div style="border-bottom: 1px solid black; height: 100px;"></div> <p>A suggestion I would like to offer is ...</p>



**ਸਭਿਆਚਾਰ ਬਾਰੇ ਵਿਚਾਰ / Ideas about Culture:  
Teacher Feedback to Student Reflections**

ਨਾਮ : _____	ਤਰੀਕ : _____
<b>GC-1.1a</b> <ul style="list-style-type: none"> <li>observations of the culture</li> </ul> <b>GC-1.4a</b> <ul style="list-style-type: none"> <li>identify elements of culture</li> </ul> <b>S-3.1a</b> <ul style="list-style-type: none"> <li>cognitive strategies; e.g., use mental images to remember new information</li> </ul>	<div style="border-bottom: 1px solid black; height: 100px; margin-bottom: 10px;"></div> <p>On your reflections about the cultural activity, I noticed ...</p> <div style="border-bottom: 1px solid black; height: 100px;"></div> <p>A suggestion I would like to offer is ...</p>

## ਸਭਿਆਚਾਰ ਬਾਰੇ ਵਿਚਾਰ / Ideas about Culture: Observation Checklist

ਤਰੀਕ : \_\_\_\_\_

**Criteria: GC-1.1a** The student makes observations about the culture

Student	Yes	Not Yet	Comments
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	

**Considerations for future planning**



## ਸਕੂਲ ਦੀ ਪੜਤਾਲ / Investigating the School

### Student's Performance Task Description

The Parent Council has offered to buy materials to help support the school's Punjabi program but they need to know what materials the school has before they purchase anything. Your class has been asked to collect and give this information to the Parent Council. Tour the school to look for evidence of Punjabi language and culture. Share your observations with others.

Principal Outcomes	
<b>A-1</b> <i>To impart and receive information</i>	<input type="checkbox"/> <b>A-1.1</b> share factual information c. identify people, places and things
<b>A-5</b> <i>To extend their knowledge of the world</i>	<input type="checkbox"/> <b>A-5.1</b> discover and explore a. make and talk about personal observations <input type="checkbox"/> <b>A-5.2</b> gather and organize information b. record and share personal knowledge of a topic
<b>6C-1</b> <i>Historical and contemporary elements of Punjabi culture</i>	<input type="checkbox"/> <b>6C-1.3</b> applying cultural knowledge a. identify elements of Punjabi culture in the school and community

Supporting Outcomes	
<b>LC-1</b> <i>Attend to form</i>	<input type="checkbox"/> <b>LC-1.3</b> lexicon a. use a range of words and phrases in familiar contexts, within a variety of lexical fields
<b>LC-2</b> <i>Interpret and produce oral texts</i>	<input type="checkbox"/> <b>LC-2.2</b> speaking a. produce simple oral sentences in guided situations

### Materials

- A brainstormed list of possible elements of Punjabi language and culture; e.g., date, food, families
- Visual support of places in the school and prepositions of place; e.g., on, above, in, beside

### Alternative Assessment Task

Gather information about the elements of Punjabi language and culture you observe in your home and community (e.g., in magazines; from CDs, DVDs and art; at the library; on bulletin boards at the grocery store) and create a display. Include a brief description, in Punjabi, of where each item was found.

## ਸਕੂਲ ਦੀ ਪੜਤਾਲ / Investigating the School

### Performance Task Description

The Parent Council has offered to buy materials to help support the school's Punjabi program but they need to know what materials the school has before they purchase anything. Your class has been asked to collect and give this information to the Parent Council. Tour the school to look for evidence of Punjabi language and culture. Share your observations with others.

### Instructions

1. With your teacher and classmates, brainstorm some of the people, places and things that you might find in your school that reflect Punjabi language and culture; e.g., signs, library books, posters, places in the school, people.
2. With your teacher's help, create a chart that you will use to record information about examples of Punjabi language and culture.

### Sample Chart

	ਸਭਿਆਚਾਰ ਦੇ ਨਮੂਨੇ / Examples of Culture	ਕਿੱਥੇ? / Where?
1.		
2.		
3.		
4.		
5.		
6.		

3. Take an investigative tour of your school and look for elements of Punjabi language and culture.
4. Record your results or findings on your chart, in Punjabi.
5. Use your chart to discuss, in Punjabi, your observations with classmates and to make a full list of materials to buy for the school.

### Evaluation Tools

- Teacher Checklist
- Self-assessment and Goal Setting
- Peer Assessment

## ਸਕੂਲ ਦੀ ਪੜਤਾਲ / Investigating the School: Teacher Checklist

ਤਰੀਕ : \_\_\_\_\_

The students can ...	A-5.1a make and talk about personal observations		GC-1.3a identify elements of Punjabi culture in the school		A-5.2b record and share personal knowledge of the topic	
	Yes	Not Yet	Yes	Not Yet	Yes	Not Yet
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
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22.						
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26.						
27.						
28.						
29.						
30.						



## ਸਕੂਲ ਦੀ ਪੜਤਾਲ / Investigating the School: Self-assessment and Goal Setting

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

Place some of the criteria statements into the appropriate cloud. You can write the same statements twice.

### Criteria Statements

A-5.1a,  
GC-1.3a

- finding information in my school about Punjabi language and culture

A-1.1c

- describing what I found and where I found it

A-5.2b

- using a chart to record what I found

LC-2.2a

- using simple sentences when talking to someone else

I'm especially proud of ...

because ...

Something I want to try  
again is ...

(your own ideas here)

\_\_\_\_\_ surprised me because ...

Next time I would try ...

because ...

## ਸਕੂਲ ਦੀ ਪੜਤਾਲ / Investigating the School: Peer Assessment

Provide positive feedback to up to four of your classmates using the cards below  
(A-1.1c, A-5.2b, LC-1.3a, LC-2.2a)

ਤਰੀਕ : \_\_\_\_\_

**Criteria:** described what elements of Punjabi language and culture you found in the school and where you found them

ਪਿਆਰੇ \_\_\_\_\_,

When you presented your school investigation, I noticed you ... ☺

From \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

**Criteria:** described what elements of Punjabi language and culture you found in the school and where you found them

ਪਿਆਰੇ \_\_\_\_\_,

When you presented your school investigation, I noticed you ... ☺

From \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

**Criteria:** described what elements of Punjabi language and culture you found in the school and where you found them

ਪਿਆਰੇ \_\_\_\_\_,

When you presented your school investigation, I noticed you ... ☺

From \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

**Criteria:** described what elements of Punjabi language and culture you found in the school and where you found them

ਪਿਆਰੇ \_\_\_\_\_,

When you presented your school investigation, I noticed you ... ☺

From \_\_\_\_\_

## ਸੁਗਲ ਲਈ / Just for Fun

### Student's Performance Task Description

The principal of your school has asked your Punjabi class to submit a simple humorous comic strip to the school newsletter. Your class has decided to have a contest to choose the comic strip. Create one and enter it in the contest.

### Principal Outcomes

**A-6** *For imaginative purposes and personal enjoyment*

- ☐ **A-6.1 humour/fun**  
a. use the language for fun
- ☐ **A-6.2 creative/aesthetic purposes**  
a. use the language creatively
- ☐ **A-6.3 personal enjoyment**  
a. use the language for personal enjoyment

### Supporting Outcomes

**LC-3** *Interpret and produce written and visual texts*

- ☐ **LC-3.2 written production**  
a. produce simple written phrases in guided situations
- ☐ **LC-3.4 representing**  
a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations

**LC-5** *Apply knowledge of how discourse is organized, structured and sequenced*

- ☐ **LC-5.1 cohesion/coherence**  
a. sequence elements of a simple story, process or series of events
- ☐ **LC-5.2 text forms**  
a. recognize some simple oral and written text forms

**S-2** *Language use*

- ☐ **S-2.1 productive**  
a. use a variety of simple productive strategies, with guidance; e.g., use illustrations to provide details

### Materials

- Examples of various simple comic strips
- Materials to create original comic strips

### Alternative Assessment Task

Your class has been reading cartoons as examples of Punjabi humour. Use your own sense of humour to write captions, in Punjabi, for comic strips or picture stories.



## ਸੁਗਲ ਲਈ / Just for Fun

### Performance Task Description

The principal of your school has asked your Punjabi class to submit a simple humorous comic strip to the school newsletter. Your class has decided to have a contest to choose the comic strip. Create one and enter it in the contest.

### Instructions

1. Look at the examples of different comic strips to get ideas for writing your own comic strip.
2. Brainstorm some funny situations with your classmates.
3. Choose one of these situations and think about how you could tell this story. Make sure your comic strip is respectful.
4. Create your own comic strip, using simple Punjabi sentences and pictures to express your message.
5. Submit your comic strip to the teacher.

### Evaluation Tools

- Teacher Rating Scale
- Self-assessment Rating Scale and Teacher Feedback
- Peer-assessment Rating Scale
- Rubric

## ਸੁਗਲ ਲਈ / Just for Fun: Teacher Rating Scale

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

In the comic strip, the student can ...		Yes	A Good Start	Not Yet
A-6.1a, A-6.2a	• demonstrate humour and creativity			
LC-3.2a	• use simple sentences, in Punjabi, to describe the events of a simple story			
LC-5.1a, LC-5.2a	• sequence events in a logical way			
LC-3.4a	• use visuals to express meaning			



## ਸੁਗਲ ਲਈ / Just for Fun: Teacher Rating Scale

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

In the comic strip, the student can ...		Yes	A Good Start	Not Yet
A-6.1a, A-6.2a	• demonstrate humour and creativity			
LC-3.2a	• use simple sentences, in Punjabi, to describe the events of a simple story			
LC-5.1a, LC-5.2a	• sequence events in a logical way			
LC-3.4a	• use visuals to express meaning			

## ਸੁਗਲ ਲਈ / Just for Fun: Self-assessment Rating Scale and Teacher Feedback

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

<b>ਸੁਗਲ ਲਈ / Just for Fun: Self-assessment Rating Scale</b>				
In my comic strip, I can ...		Yes	A Good Start	Not Yet
LC-3.2a, LC-5.1a	• tell a simple story			
A-6.1a, A-6.2a	• write a funny story			
S-2.1a	• use illustrations to go with my story			
A-6.3a, LC-5.2a	• show a funny situation			
LC-3.4a	• use pictures and captions to tell my story			
<p><b>When I think about making a comic strip, I ...</b></p>   <p><b>What I would do next time is ...</b></p>   				
<b>ਸੁਗਲ ਲਈ / Just for Fun: Teacher Feedback</b>				
<p><b>Based on the criteria above, I ...</b></p>         				



## ਸੁਗਲ ਲਈ / Just for Fun: Peer-assessment Rating Scale

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

ਮੈਂ \_\_\_\_\_ ਨੂੰ ਆਪਣੇ ਵਚਾਰ ਦੱਸ ਰਹੀ/ ਰਹਾ ਹਾਂ।

You can ...		Yes	A Good Start	Not Yet	Feedback
A-6.1a, A-6.2a	<ul style="list-style-type: none"> <li>use the language creatively and for fun</li> </ul>				
LC-5.1a, LC-5.2a, LC-3.2a	<ul style="list-style-type: none"> <li>tell a story that makes sense in your comic strip</li> </ul>				
LC-3.4a, S-2.1a, A-6.3a	<ul style="list-style-type: none"> <li>use pictures to tell your story and make it funny</li> </ul>				

Something I really liked about your comic strip was ...

Some advice for next time would be ...

My partner's response to my feedback ...

# ਸੁਗਲ ਲਈ / Just for Fun: Rubric

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

Level	Excellent	Very Good	Acceptable	Limited	Insufficient/Blank
The student ...					
A-6.1a, A-6.3a • uses the language to express creativity and for fun	uses the language <b>effectively</b> to express creativity and for fun	uses the language <b>thoughtfully</b> to express creativity and for fun	uses the language <b>simply</b> to express creativity and for fun	uses the language <b>ineffectively</b> to express creativity and for fun	No score is awarded because there is insufficient evidence of student performance, based on the requirements of the assessment task
LC-3.2a, LC-5.1a • writes simple sentences to sequence events	writes <b>precise</b> simple sentences to sequence events in an <b>insightful</b> manner	writes <b>correct</b> simple sentences to sequence events in a <b>logical</b> manner	writes <b>partially correct</b> simple sentences to sequence events in a <b>simplistic</b> manner	writes <b>incorrect</b> simple sentences and/or the sequence of events is <b>confusing</b>	
LC-3.4a, S-2.1a • uses visuals to support presentation	uses <b>compelling</b> visuals to support presentation	uses <b>effective</b> visuals to support presentation	uses <b>predictable</b> visuals to support presentation	may use visuals but they <b>do little</b> to support presentation	

## ਬੋਲੀਆਂ ਮਹੱਤਵਪੂਰਨ ਹਨ / Languages Are Important

### Student's Performance Task Description

Your school principal is considering expanding your school's second-language program and would like to know how knowing other languages and cultures is valuable. Share your thoughts with your school principal.

### Principal Outcomes

**GC-3** *Personal and career opportunities*

- ☐ **GC-3.1** Punjabi language and culture
  - a. identify some personal uses they have made of their knowledge of Punjabi language and culture
- ☐ **GC-3.2** cultural and linguistic diversity
  - a. identify some personal uses they have made of their knowledge of different languages and cultures

### Supporting Outcomes

**S-3** *General learning*

- ☐ **S-3.2** metacognitive
  - a. use a variety of simple metacognitive strategies, with guidance, to enhance general learning; e.g., reflect upon your thinking processes and how you learn, keep a learning log
- ☐ **S-3.3** social/affective
  - a. use a variety of simple social and affective strategies, with guidance, to enhance general learning; e.g., participate in cooperative learning activities, brainstorm

### Materials

- Chart paper or a whiteboard to record responses

### Alternative Assessment Task

Write to a grandparent or other older relative who does not live near you and tell them about your Punjabi language class. Explain to your relative why you think knowing other languages and cultures is helpful.



## ਬੋਲੀਆਂ ਮਹੱਤਵਪੂਰਨ ਹਨ / Languages Are Important

### Performance Task Description

Your school principal is considering expanding your school's second-language program and would like to know how knowing other languages and cultures is valuable. Share your thoughts with your school principal.

### Instructions

1. Think about how learning Punjabi has been helpful to you or to someone you know.
2. With your classmates, brainstorm answers to the following sentence: "ਪੰਜਾਬੀ ਸੱਖਣ ਦੇ ਕਈ ਫਾਇਦੇ ਹਨ ਕਿਉਂਕਿ ..." / "Learning Punjabi has been helpful because ..."
3. Think about how knowing about other languages and cultures has been helpful to you.
4. With your classmates, participate in a discussion about other languages and cultures.
5. In a language learning log, journal or in your notebook, write down your thoughts about:
  - a. how learning Punjabi has been helpful to you
  - b. how other languages and cultures you know about have been helpful to you.

### Evaluation Tools

- Teacher Rating Scale
- Self-assessment Rating Scale and Teacher Feedback
- Self-assessment

## ਬੋਲੀਆਂ ਮਹੱਤਵਪੂਰਨ ਹਨ / Languages Are Important: Teacher Rating Scale

ਤਰੀਕ : \_\_\_\_\_

The students can...	GC-3.1a identify some personal uses they have made of their knowledge of Punjabi language and culture			GC-3.2a identify some personal uses they have made of their knowledge of different languages and cultures		
	Yes	A Good Start	Not Yet	Yes	A Good Start	Not Yet
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**ਬੋਲੀਆਂ ਮਹੱਤਵਪੂਰਨ ਹਨ / Languages Are Important:  
Self-assessment Rating Scale and Teacher Feedback**

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

**ਬੋਲੀਆਂ ਮਹੱਤਵਪੂਰਨ ਹਨ / Languages Are Important:  
Self-assessment Rating Scale**

In this activity ...		Yes	A Good Start	Not Yet
S-3.2a	• I used my thinking time well			
S-3.3a	• I actively participated in class brainstorming			
GC-3.1a	• I explained how knowing about Punjabi language and culture has been useful to me			
GC-3.2a	• I explained how knowing about other languages and cultures has been useful to me			

Please notice ...

If I could participate in a similar activity again, I would ...

**ਬੋਲੀਆਂ ਮਹੱਤਵਪੂਰਨ ਹਨ / Languages Are Important:  
Teacher Feedback**

Regarding your self-assessment, I would like to tell you ...



**ਬੋਲੀਆਂ ਮਹੱਤਵਪੂਰਨ ਹਨ / Languages Are Important:  
Self-assessment**

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

S-3.2a Taking the time to think about how languages and cultures have been helpful to me is beneficial because ...

S-3.3a Participating in a class discussion can help me because ...

S-3.2a Writing my thoughts about languages and cultures can help me because ...



**ਬੋਲੀਆਂ ਮਹੱਤਵਪੂਰਨ ਹਨ / Languages Are Important:  
Self-assessment**

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

S-3.2a Taking the time to think about how languages and cultures have been helpful to me is beneficial because ...

S-3.3a Participating in a class discussion can help me because ...

S-3.2a Writing my thoughts about languages and cultures can help me because ...

## ਆਉ ਗਾਈਏ! / Let's Sing!

### Student's Performance Task Description

Your teacher wants your Punjabi class to share something about the Punjabi culture with another group of students. Your class has decided to learn a song, rhyme or chant popular with children your age in the Punjabi culture and teach it to the other students.

Principal Outcomes	
<b>A-6</b> <i>For imaginative purposes and personal enjoyment</i>	<input type="checkbox"/> <b>A-6.1</b> humour/fun a. use the language for fun
<b>GC-1</b> <i>Historical and contemporary elements of Punjabi culture</i>	<input type="checkbox"/> <b>GC-1.2</b> knowledge of Punjabi culture a. participate in activities and experiences that reflect elements of Punjabi culture  <input type="checkbox"/> <b>GC-1.5</b> valuing Punjabi culture a. participate in cultural activities and experiences

Supporting Outcomes	
<b>LC-1</b> <i>Attend to form</i>	<input type="checkbox"/> <b>LC-1.1</b> phonology b. use comprehensible pronunciation, stress and intonation, with guidance, when producing familiar words or phrases

### Materials

- A written copy of a Punjabi song, rhyme or chant; e.g., a skipping rhyme, clapping chant or popular children's song
- A recording of the song, rhyme or chant to use as a model
- Additional information about the song, rhyme or chant; e.g., its origins, meaning or most common usage

### Alternative Assessment Task

Learn the birthday song in Punjabi. Sing the song whenever someone in your Punjabi class has a birthday.

**ਆਓ ਗਾਈਏ! / Let's Sing!****Performance Task Description**

Your teacher wants your Punjabi class to share something about the Punjabi culture with another group of students. Your class has decided to learn a song, rhyme or chant popular with children your age in the Punjabi culture and teach it to the other students.

**Instructions**

1. With your teacher's help, learn a popular Punjabi song, rhyme or chant.
2. Learn information about the song, rhyme or chant; e.g., what it means; how it was created; whether children sing it at home, at school or in the community.
3. Practise the song, rhyme or chant until you think you can teach it someone else.
4. Perform your song, rhyme or chant for your classmates, then tell them some interesting information you found out about it.
5. Teach your song, rhyme or chant to the other students until they can perform it as well.

**Evaluation Tools**

- Observation Checklist
- Self-assessment
- Peer Assessment



## ਆਓ ਗਾਈਏ! / Let's Sing! Observation Checklist

ਤਰੀਕ : \_\_\_\_\_

**Criteria: LC-1.1b** The student uses comprehensible pronunciation, stress and intonation when producing familiar words or phrases

Student	Met	Not Yet	I noticed ...
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
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9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
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18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
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22.	<input type="checkbox"/>	<input type="checkbox"/>	
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26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	

**Considerations for future planning**

# ਆਓ ਗਾਈਏ! / Let's Sing!: Self-assessment

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

<i>What did I do well ...</i>	<i>Looking back ...</i>	<i>Looking ahead ...</i>
<u>Criteria</u> A-6.1a, • when I learned GC-1.2a, the song, GC-1.5a rhyme or chant?	I also noticed that I need help with ...	next time, I will ...
<u>Criteria</u> GC-1.2a, • when I told GC-1.5a, someone else LC-1.1b about the song, rhyme or chant?	I also noticed that I need help with ...	next time, I will ...
<u>Criteria</u> GC-1.2a, • when I taught GC-1.5a, the song, LC-1.1b rhyme or chant to someone else?	I also noticed that I need help with ...	next time, I will ...

**ਆਓ ਗਾਈਏ! / Let's Sing!: Peer Assessment**

ਨਾਮ : \_\_\_\_\_ ਤਰੀਕ \_\_\_\_\_

Name of the student who taught me a song, rhyme or chant \_\_\_\_\_

You taught me \_\_\_\_\_

GC-1.2a, GC-1.5a

I enjoyed ...

I learned ...



**ਆਓ ਗਾਈਏ! / Let's Sing!: Peer Assessment**

ਨਾਮ : \_\_\_\_\_ ਤਰੀਕ \_\_\_\_\_

Name of the student who taught me a song, rhyme or chant \_\_\_\_\_

You taught me \_\_\_\_\_

GC-1.2a, GC-1.5a

I enjoyed ...

I learned ...

## ਦੁਪਹਿਰ ਦੇ ਖਾਣੇ ਦੀ ਸਮੱਸਿਆ / Lunch Program Problem

### Student's Performance Task Description

The Parent Council has concerns about the school's lunch program. They feel the current selection of food in the program is unhealthy. Your teacher has volunteered to come to the next Parent Council meeting to offer solutions to this problem. As students are the ones using the lunch program, your teacher has asked your Punjabi class to discuss the problem and come up with possible solutions.

### Principal Outcomes

**A-5** *To extend their knowledge of the world*

- ☐ **A-5.2 gather and organize information**
  - b. record and share personal knowledge of a topic
- ☐ **A-5.3 solve problems**
  - a. identify a problem and choose between alternative solutions

### Supporting Outcomes

**LC-1** *Attend to form*

- ☐ **LC-1.3 lexicon**
  - a. use a range of words and phrases in familiar contexts, within a variety of lexical fields

**LC-3** *Interpret and produce written and visual texts*

- ☐ **LC-3.2 written production**
  - a. produce simple written phrases in guided situations

### Materials

- A menu of the school lunch program, featuring unhealthy foods

### Alternative Assessment Task

Your Punjabi teacher has noticed that many of your classmates are spending class time discussing issues at home; e.g., "I want more time on the computer" or "My Mom says my room is messy". Your teacher has offered to help you discuss these problems and find solutions. Discuss the problems, their possible solutions and choose a solution to present to your parents.



## ਦੁਪਹਿਰ ਦੇ ਖਾਣੇ ਦੀ ਸਮੱਸਿਆ / Lunch Program Problem

### Performance Task Description

The Parent Council has concerns about the school's lunch program. They feel the current selection of food in the program is unhealthy. Your teacher has volunteered to come to the next Parent Council meeting to offer solutions to this problem. As students are the ones using the lunch program, your teacher has asked your Punjabi class to discuss the problem and come up with possible solutions.

### Instructions

1. Read the current school lunch menu.
2. Write down any problems you see with the food choices on the menu.

### Sample phrases

- ਸਮੱਸਿਆ ਇਹ ਹੈ \_\_\_\_\_। / The problem is \_\_\_\_\_.
  - ਖਾਣਾ \_\_\_\_\_ ਹੈ। / The food is \_\_\_\_\_.
  - ਮੈਂ ਦੇਖਦਾ/ਦੇਖਦੀ ਹਾਂ \_\_\_\_\_। / I see \_\_\_\_\_.
  - \_\_\_\_\_ ਸਹਤ ਲਈ ਠੀਕ ਨਹੀਂ ਹੈ। / \_\_\_\_\_ is unhealthy.
3. In a small group, write a healthy menu in Punjabi.
  4. Share the menu with the rest of the class.
  5. Decide which menu(s) should be presented to the Parent Council.

### Evaluation Tools

- Teacher Rating Scale
- Teacher Checklist
- Self-assessment Rating Scale and Goal Setting

## ਦੁਪਹਿਰ ਦੇ ਖਾਣੇ ਦੀ ਸਮੀਖਿਆ / Lunch Program Problem: Teacher Rating Scale

ਤਰੀਕ : \_\_\_\_\_

Student	A-5.2b records and shares personal knowledge about healthy foods				LC-3.2a produces simple written sentences in guided situations			
	correctly	mostly correctly	somewhat correctly	incorrectly	almost error-free	few errors	some errors	many errors
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**ਦੁਪਹਿਰ ਦੇ ਖਾਣੇ ਦੀ ਸਮੱਸਿਆ / Lunch Program Problem:  
Teacher Checklist**

ਤਰੀਕ : \_\_\_\_\_

The students can ...	A-5.3a identify a problem and search for solutions		A-5.2b record and share personal knowledge of a topic	
	Yes	Not Yet	Yes	Not Yet
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**ਦੁਪਹਿਰ ਦੇ ਖਾਣੇ ਦੀ ਸਮੱਸਿਆ / Lunch Program Problem:  
Self-assessment Rating Scale and Goal Setting**

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

When solving the problem, I could ...		Yes	Getting There	Not Yet	What I can do to improve ...
A-5.3a	• say what the problem was				
A-5.3a	• pick a solution to the problem				
A-5.2b	• tell someone else what I know about healthy foods				
LC-1.3a	• use food vocabulary on a menu				
LC-1.3a	• say simple words and phrases				
<p><b>The next time I help solve a problem in Punjabi, I will ...</b></p>					



## ਫਿਲਮ ਵੇਲਾ / Movie Time

### Student's Performance Task Description

Your family is going to the movies and you are allowed to invite a friend. Your friend needs more information about the movie so that he or she can ask permission to go with you.

### Principal Outcomes

<b>A-1</b> <i>To impart and receive information</i>	<input type="checkbox"/> <b>A-1.1 share factual information</b> a. ask for and provide information b. respond to simple, predictable questions
---	--

### Supporting Outcomes

<b>LC-1</b> <i>Attend to form</i>	<input type="checkbox"/> <b>LC-1.3 lexicon</b> a. use a range of words and phrases in familiar contexts, within a variety of lexical fields
<b>LC-2</b> <i>Interpret and produce oral texts</i>	<input type="checkbox"/> <b>LC-2.3 interactive fluency</b> a. engage in simple interactions, using simple sentences
<b>S-2</b> <i>Language use</i>	<input type="checkbox"/> <b>S-2.3 productive</b> a. use a variety of simple productive strategies, with guidance; e.g., use resources to increase vocabulary

### Materials

- An overhead transparency of current information about movies playing in local movie theatres
- A list of brainstormed phrases and sentence prompts to post in the classroom
- Copies of movie listings for student use

### Alternative Assessment Task

Your parents have allowed you to invite two friends over for the evening and your friends need more information so they can ask permission to come over; e.g., where you live, telephone number, what time the evening starts and ends. Give this information, in Punjabi, to your friends.

## ਫ਼ਿਲਮ ਵੇਲਾ / Movie Time

### Performance Task Description

Your family is going to the movies and you are allowed to invite a friend. Your friend needs more information about the movie so that he or she can ask permission to go with you.

### Instructions

- To help you think about what movie you will choose, look at some examples of movies playing in the local movie theatre.
- From the listing, pick a movie for your family and your friend to see.
- Use the following sentence starters to invite your friend to the movie and answer his or her questions.

### Sample sentence starters

- ਕੀ ਤੁਸੀਂ ਫ਼ਿਲਮ ਦੇਖਣਾ ਚਾਹੁੰਦੇ ਹੋ? / Do you want to go see a movie?
- ਮੈਂ \_\_\_\_\_ ਦੇਖਣਾ ਚਾਹੁੰਦਾ/ਚਾਹੁੰਦੀ ਹਾਂ। / I want to see \_\_\_\_\_.
- ਕੀ ਤੁਸੀਂ ਮੇਰੇ ਨਾਲ ਆਉਣਾ ਚਾਹੁੰਦੇ ਹੋ? / Do you want to come with me?
- ਫ਼ਿਲਮ ਕਿੰਨੇ ਵਜੇ ਹੈ? / What time is the movie?
- ਇਹ ਕਹੜੀ ਫ਼ਿਲਮ ਹੈ? / Which movie is it?
- ਫ਼ਿਲਮ \_\_\_\_\_ (ਹਫ਼ਤੇ ਦਾ ਦਿਨ) \_\_\_\_\_ (ਸਮਾਂ) \_\_\_\_\_ ਲੱਗ ਰਹੀ ਹੈ। /  
The movie \_\_\_\_\_ is playing at \_\_\_\_\_ (time) on  
\_\_\_\_\_ (day of the week).

- Work with a partner to role-play the situation. Take turns playing each role.

### Evaluation Tools

- Teacher Checklist
- Self-assessment
- Peer-assessment Rating Scale

## ਫਿਲਮ ਵੇਲਾ / Movie Time: Teacher Checklist

ਤਾਰੀਖ : \_\_\_\_\_

The students can ...	A-1.1a, ask for A-1.1b, relevant LC-1.3a information		A-1.1a, provide LC-1.3a, relevant LC-2.3a information	
	Yes	Not Yet	Yes	Not Yet
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## ਫਿਲਮ ਵੇਲਾ / Movie Time: Self-assessment

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

<i>What did I do well...</i>	<i>Looking back...</i>	<i>Looking ahead...</i>
<u>Criteria</u> A-1.1b • when I gave my partner the information needed?          LC-1.3a, • when I used the S-2.3a movie listings to give my partner information?	I also noticed that I need help with ...	next time, I will ...
<u>Criteria</u> A-1.1a, • when I asked my LC-1.3a partner questions to get the information I needed?          S-2.3a • when I used the sentence prompts in the classroom?	I also noticed that I need help with ...	next time, I will ...



## ਫਿਲਮ ਵੇਲਾ / Movie Time: Peer-assessment Rating Scale

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

ਮੈਂ \_\_\_\_\_ ਨੂੰ ਆਪਣੇ ਵਚਾਰ ਦੱਸ ਰਹੀ/ ਰਹਾ ਹਾਂ।

	My partner could ...	Yes	Getting There	Not Yet	I know this because ...
A-1.1a, LC-2.3a	<ul style="list-style-type: none"> <li>ask me questions</li> </ul>				
A-1.1b	<ul style="list-style-type: none"> <li>give me information about the movie</li> </ul>				
A compliment I would like to pay you is ...					
Some advice for next time would be ...					
My partner's response to my feedback ...					

## ਮੱਤ ਦੇਣੀ / Offering Advice

### Student's Performance Task Description

Another elementary school in your community is starting a second-language program and wants to promote the program to parents. You and your classmates have been asked to share how learning a second language, and how learning about another culture, is useful. Provide the elementary school with a list of reasons to offer a language and culture program so that the school can promote it.

### Principal Outcomes

**GC-3 Personal and career opportunities**

- ☐ **GC-3.1 Punjabi language and culture**
  - a. identify some personal uses they have made of their knowledge of Punjabi language and culture
- ☐ **GC-3.2 cultural and linguistic diversity**
  - a. identify some personal uses they have made of their knowledge of different languages and cultures

### Supporting Outcomes

**S-3 General learning**

- ☐ **S-3.3 social/affective**
  - a. use a variety of simple social and affective strategies, with guidance, to enhance general learning; e.g., participate in cooperative group learning tasks, take part in group decision-making processes

### Materials

- Chart paper or a whiteboard to record student responses
- A brainstormed list of student-generated ideas about the personal uses and benefits of knowing another language

### Alternative Assessment Task

Your class has been asked to prepare materials to promote second-language programs for a display at the local mall. Create a poster that represents the ways in which you have been able to use your knowledge of Punjabi language and culture, as well as other languages and cultures.

## ਮੱਤ ਦੇਣੀ / Offering Advice

### Performance Task Description

Another elementary school in your community is starting a second-language program and wants to promote the program to parents. You and your classmates have been asked to share how learning a second language, and how learning about another culture, is useful. Provide the elementary school a list of reasons to offer a language and culture program so that the school can promote it.

### Instructions

1. Think about how learning Punjabi has been helpful to you or to someone you know.
2. With your classmates, brainstorm answers to the following sentence: "ਪੰਜਾਬੀ ਸੱਖਣਾ ਲਾਭਦਾ ਏਕ ਸਾਬਤ ਹੋ ਏਆ ਕਉਂ ਕ ..." / "Learning Punjabi has been helpful because ..."
3. Think about how knowing about other languages and cultures has been helpful to you.
4. With your classmates, participate in a discussion about other languages and cultures.
5. Create a list of all of the ways that learning about other languages and cultures has been helpful to you.

### Evaluation Tools

- Observation Checklist
- Teacher Checklist
- Self-assessment Rating Scale

## ਮੱਤ ਦੇਣੀ / Offering Advice: Observation Checklist

ਤਰੀਕ : \_\_\_\_\_

**Criteria: S-3.3a** The student participates in paired and group discussions to generate ideas and share personal responses

Student	Uses Strategies	Not Yet	I noticed ...
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	

**Considerations for future planning**



## ਮੱਤ ਦੇਣੀ / Offering Advice: Teacher Checklist

ਤਰੀਕ : \_\_\_\_\_

The students can ...	GC-3.1a identify some personal uses they have made of their knowledge of Punjabi language and culture		GC-3.2a identify some personal uses they have made of their knowledge of different languages and cultures	
	Yes	A Good Start	Yes	A Good Start
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
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## ਮੱਤ ਦੇਣੀ / Offering Advice: Self-assessment Rating Scale

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

During the Offering Advice activity, I could ...		Yes	A Good Start	Not Yet
GC-3.1a	<ul style="list-style-type: none"> <li>talk about how knowing about Punjabi language and culture is helpful</li> </ul>			
GC-3.2a	<ul style="list-style-type: none"> <li>talk about how knowing about other languages and cultures is helpful</li> </ul>			
S-3.3a	<ul style="list-style-type: none"> <li>share my ideas and experiences in a class discussion</li> </ul>			



## ਮੱਤ ਦੇਣੀ / Offering Advice: Self-assessment Rating Scale

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

During the Offering Advice activity, I could ...		Yes	A Good Start	Not Yet
GC-3.1a	<ul style="list-style-type: none"> <li>talk about how knowing about Punjabi language and culture is helpful</li> </ul>			
GC-3.2a	<ul style="list-style-type: none"> <li>talk about how knowing about other languages and cultures is helpful</li> </ul>			
S-3.3a	<ul style="list-style-type: none"> <li>share my ideas and experiences in a class discussion</li> </ul>			

## ਵਿਚਾਰ ਤੇ ਕਦਰਾਂ ਕੀਮਤਾਂ / Opinions and Values

### Student's Performance Task Description

In health class, you have been discussing the connection between people's values and their behaviour and how that can lead to differences of opinions. Your teacher thinks this is an interesting topic and asks your Punjabi class to find examples that illustrate this in a story and then share your findings, in English.

### Principal Outcomes

<b>A-5</b> <i>To extend their knowledge of the world</i>	<input type="checkbox"/> <b>A-5.4 explore opinions and values</b> <ol style="list-style-type: none"> <li>a. express their views on a variety of topics within their direct experience</li> <li>b. gather opinions on a topic within their direct experience</li> </ol>
<b>GC-2</b> <i>Affirming diversity</i>	<input type="checkbox"/> <b>GC-2.5 valuing diversity</b> <ol style="list-style-type: none"> <li>a. engage in activities that reflect other ways of doing things or other perspectives</li> </ol>

### Supporting Outcomes

<b>LC-5</b> <i>Apply knowledge of how discourse is organized, structured and sequenced</i>	<input type="checkbox"/> <b>LC-5.1 cohesion/coherence</b> <ol style="list-style-type: none"> <li>b. link words or groups of words in simple ways</li> </ol>
--	---

### Materials

- Resources from health class that discuss values and behaviour
- A variety of children's texts (e.g., books, comics) that depict characters with opposing values or behaviours
- A brainstormed class list that includes positive (e.g., generosity, friendship), negative (e.g., greed, laziness) and neutral (e.g., privacy) values
- A brainstormed class list of sentence starters (e.g., I think, believe, prefer, like, dislike, agree, disagree) and connecting words (e.g., so, therefore, thus, and, but, because)

### Alternative Assessment Task

Think of some of the values that are important to you and how you act in ways to show their importance. Think of a time that you had a difference of opinion with someone about values or behaviours. Share your thoughts with someone else.

## ਵਿਚਾਰ ਤੇ ਕਦਰਾਂ ਕੀਮਤਾਂ / Opinions and Values

### Performance Task Description

In health class, you have been discussing the connection between people's values and their behaviour and how that can lead to differences of opinions. Your teacher thinks this is an interesting topic and asks your Punjabi class to find examples that illustrate this in a story and then share your findings, in English

### Instructions

1. With a partner, choose a story where characters have different points of view and behave in opposite or conflicting ways.
2. You and your partner each choose a character and identify two or three behaviours shown by that character in the story.
3. Decide what values the characters demonstrated by each of these behaviours.
4. Think of one or two places in the story where you observed or imagined the characters to have different opinions about something.
5. Tell whether or not you share the same values as your character.
6. Explain your character's values and behaviour to your partner, in English. Your partner will explain his or her character's values and behaviour to you. Discuss how the characters' values and behaviour are different.

Use an organizer such as the following:

- ਰਚਨਾ ਦਾ ਸਰਲੇਖ \_\_\_\_\_
- ਪਾਤਰ \_\_\_\_\_
- ਰਵਈਆ \_\_\_\_\_
- Values demonstrated by these behaviours: (circle one)  
ਚੰਗਾ / good, ਬੁਰਾ / bad, ਨਰਪੱਖ / neutral

### Evaluation Tools

- Observation Checklist
- Self-assessment Rating Scale
- Peer-assessment Rating Scale



## ਵਿਚਾਰ ਤੇ ਕਦਰਾਂ ਕੀਮਤਾਂ / Opinions and Values: Observation Checklist

ਤਰੀਕ : \_\_\_\_\_

**Criteria:** GC-2.5a The student engages in activities that reflect other ways of doing things or other perspectives

Student	Met	Not Yet	I noticed ...
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
17.	<input type="checkbox"/>	<input type="checkbox"/>	
18.	<input type="checkbox"/>	<input type="checkbox"/>	
19.	<input type="checkbox"/>	<input type="checkbox"/>	
20.	<input type="checkbox"/>	<input type="checkbox"/>	
21.	<input type="checkbox"/>	<input type="checkbox"/>	
22.	<input type="checkbox"/>	<input type="checkbox"/>	
23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	

**Considerations for future planning**

**ਵਿਚਾਰ ਤੇ ਕਦਰਾਂ ਕੀਮਤਾਂ / Opinions and Values:  
Self-assessment Rating Scale**

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

I can ...		Yes	Getting There	Not Yet	I know this because ...
A-5.4b, GC-2.5a	<ul style="list-style-type: none"> <li>talk about the behaviour and values of someone else</li> </ul>				
LC-5.1b	<ul style="list-style-type: none"> <li>use connecting words; e.g., and, then, next, but</li> </ul>				
Next time I will ...					



**ਵਿਚਾਰ ਤੇ ਕਦਰਾਂ ਕੀਮਤਾਂ / Opinions and Values:  
Self-assessment Rating Scale**

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

I can ...		Yes	Getting There	Not Yet	I know this because ...
A-5.4b, GC-2.5a	<ul style="list-style-type: none"> <li>talk about the behaviour and values of someone else</li> </ul>				
LC-5.1b	<ul style="list-style-type: none"> <li>use connecting words; e.g., and, then, next, but</li> </ul>				
Next time I will ...					

**ਵਿਚਾਰ ਤੇ ਕਦਰਾਂ ਕੀਮਤਾਂ / Opinions and Values:  
Peer-assessment Rating Scale**

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

ਮੈਂ \_\_\_\_\_ ਨੂੰ ਆਪਣੇ ਵਿਚਾਰ ਦੱਸ ਰਹਾ/ਰਹੀ ਹਾਂ।

In our conversation, I noticed you could ...		Yes	Sometimes	No
A-5.4a, A-5.4b	• talk about the character's behaviour in the story			
A-5.4b, GC-2.5a	• agree or disagree with me			
Some advice for next time would be ...				



**ਵਿਚਾਰ ਤੇ ਕਦਰਾਂ ਕੀਮਤਾਂ / Opinions and Values:  
Peer-assessment Rating Scale**

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

ਮੈਂ \_\_\_\_\_ ਨੂੰ ਆਪਣੇ ਵਿਚਾਰ ਦੱਸ ਰਹਾ/ਰਹੀ ਹਾਂ।

In our conversation, I noticed you could ...		Yes	Sometimes	No
A-5.4a	• talk about the character's behaviour in the story			
A-5.4b, GC-2.5	• agree or disagree with me			
Some advice for next time would be ...				

## ਪੜ੍ਹਨ ਵਾਲਾ ਸਾਥੀ / Reading Buddy

### Student's Performance Task Description

You have been paired with another Grade 5 student for your school's ਪੜ੍ਹਨ ਵਾਲਾ ਸਾਥੀ / Reading Buddy program. Today is the first day of the program. You will greet your ਪੜ੍ਹਨ ਵਾਲਾ ਸਾਥੀ / reading buddy, introduce yourself and read a simple Punjabi-language poem, nursery rhyme or story.

### Principal Outcomes

<b>A-1</b> <i>To impart and receive information</i>	<input type="checkbox"/> <b>A-1.1</b> share factual information a. ask for and provide information
<b>A-6</b> <i>For imaginative purposes and personal enjoyment</i>	<input type="checkbox"/> <b>A-6.3</b> personal enjoyment a. use the language for personal enjoyment
<b>GC-2</b> <i>Affirming diversity</i>	<input type="checkbox"/> <b>GC-2.6</b> intercultural skills b. engage in new relationships

### Supporting Outcomes

<b>LC-1</b> <i>Attend to form</i>	<input type="checkbox"/> <b>LC-1.1</b> phonology a. distinguish particular sounds of the language b. use comprehensible pronunciation, stress and intonation, with guidance, when producing familiar words or phrases
<b>LC-2</b> <i>Interpret and produce oral texts</i>	<input type="checkbox"/> <b>LC-2.2</b> speaking a. produce simple oral sentences in guided situations
<b>LC-4</b> <i>Apply knowledge of the sociocultural context</i>	<input type="checkbox"/> <b>LC-4.4</b> social conventions b. use appropriate oral forms of address for people frequently encountered

### Materials

- Simple Punjabi-language reading material appropriate for a Grade 4/5 reading level

### Alternative Assessment Task

Create a book tape of you reading a Punjabi-language poem, nursery rhyme or story to be sent to a Punjabi school or class of younger students. Before reading your poem, nursery rhyme or story, introduce yourself and the name of the text you will be reading.



## ਪੜ੍ਹਨ ਵਾਲਾ ਸਾਥੀ / Reading Buddy

### Performance Task Description

You have been paired with another Grade 5 student for your school's ਪੜ੍ਹਨ ਵਾਲਾ ਸਾਥੀ / Reading Buddy program. Today is the first day of the program. You will greet your ਪੜ੍ਹਨ ਵਾਲਾ ਸਾਥੀ / reading buddy, introduce yourself and read a simple Punjabi-language poem, nursery rhyme or story.

### Instructions

1. Choose the material you want to read to your ਪੜ੍ਹਨ ਵਾਲਾ ਸਾਥੀ / reading buddy. Practise reading to another classmate first to make sure you are reading clearly and that your pronunciation is correct.
2. When you meet your ਪੜ੍ਹਨ ਵਾਲਾ ਸਾਥੀ / reading buddy, greet him or her politely and introduce yourself. Tell him or her you will be the ਪੜ੍ਹਨ ਵਾਲਾ ਸਾਥੀ / reading buddy for this year. Tell him or her which poem, nursery rhyme or story you will be reading.

### Sample dialogue

- ਸ ਤ ਸ੍ਰੀ ਅਕਾਲ, ਮੇਰਾ ਨਾਮ \_\_\_\_\_ ਹੈ। / Hello, my name is \_\_\_\_\_.
  - ਤੁਹਾਡਾ ਕੀ ਨਾਮ ਹੈ? / What's your name?
  - ਏਸ ਸਾਲ ਮੈਂ ਤੁਹਾਡਾ ਪੜ੍ਹਨ ਸਾਥੀ ਹੋਵਾਂਗਾ। / I am your reading buddy for this year.
  - ਅੱਜ ਅਸੀਂ \_\_\_\_\_ ਪੜ੍ਹਾਂਗੇ। / Today we are going to read \_\_\_\_\_.
3. Read your poem, nursery, rhyme or story to your ਪੜ੍ਹਨ ਵਾਲਾ ਸਾਥੀ / reading buddy. Make sure to read slowly enough to be understood and concentrate on using good pronunciation. Make sure to change your voice when necessary; e.g., if you see a question mark, you will raise your voice; if you are reading a dialogue in which the character is excited about something, you should make your voice sound excited.

### Evaluation Tools

- Teacher Checklist
- Self-assessment
- Self-assessment Rating Scale

# ਪੜ੍ਹਨ ਵਾਲਾ ਸਾਥੀ / Reading Buddy: Teacher Checklist

ਤਰੀਕ : \_\_\_\_\_

The students can ...	6C-2.6b initiate and maintain new relationships		A-6.3a use the language for personal enjoyment	
	Yes	Not Yet	Yes	Not Yet
1.				
2.				
3.				
4.				
5.				
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30.				

**ਪੜ੍ਹਨ ਵਾਲਾ ਸਾਥੀ / Reading Buddy: Self-assessment**

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

<b>When I read to my reading buddy, I was able to ...</b>	<b>Yes, I did and ...</b>	<b>No, not yet because ...</b>
<b>LC-1.1b</b> <ul style="list-style-type: none"> <li>make sure I read with a rhythm, or make sure I put stress on certain words</li> </ul>		
<b>LC-1.1a</b> <ul style="list-style-type: none"> <li>read certain Punjabi sounds correctly</li> </ul>		
<b>I am proud of how ...</b>		
<b>Next time I would ...</b>		

## ਪੜ੍ਹਨ ਵਾਲਾ ਸਾਥੀ / Reading Buddy: Self-assessment Rating Scale

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

In this task, I could ...	Yes	Getting There	Not Yet
<b>LC-4.4b, GC-2.6b, A-1.1a</b> <ul style="list-style-type: none"> <li>introduce myself politely to my reading buddy and ask for his or her name</li> </ul> Comments:			
<b>LC-1.1b</b> <ul style="list-style-type: none"> <li>use good pronunciation when reading to my reading buddy</li> </ul> Comments:			
<b>A-6.3a</b> <ul style="list-style-type: none"> <li>use Punjabi for personal enjoyment</li> </ul> Comments:			
<b>Some advice that I would give to others performing this task is ...</b>			



## ੳ / Ready for Recess

### Student's Performance Task Description

You and your classmates have been complaining that you do not know what to do during recess. Your teacher has invited the class to plan recess activities for the week. Each student has different roles to play. As a planner, you invite others to participate in your activity and respond politely to those who ask to play. As a participant, you choose to participate in an activity planned by others. Ask permission to play and respond politely to others who ask you to participate.

### Principal Outcomes

**A-3** *To get things done*

- ☐ **A-3.1** guide actions of others
  - c. seek, grant or withhold permission
- ☐ **A-3.2** state personal actions
  - b. express a wish or a desire to do something

**A-4** *To form, maintain and change interpersonal relationships*

- ☐ **A-4.1** manage personal relationships
  - a. initiate relationships
  - b. apologize and refuse politely

### Supporting Outcomes

**LC-2** *Interpret and produce oral texts*

- ☐ **LC-2.3** interactive fluency
  - a. engage in simple interactions, using simple sentences

**LC-5** *Apply knowledge of how discourse is organized, structured and sequenced*

- ☐ **LC-5.3** patterns of social interaction
  - a. initiate interactions and respond using simple social interaction patterns

### Materials

- Recess equipment
- A brainstormed list of possible recess games and activities
- A brainstormed class list of possible questions and responses; e.g.,

#### Questions

Do you want to play?  
Can I please play?  
Do you need more players?

#### Answers

I prefer to play ...  
I wish to play ...  
Yes, you can play ...  
I am sorry. You cannot play because ...  
No, thank you. I am playing with ...  
Thank you for the invitation.

### Alternative Assessment Task

It is Game Day at school and your Punjabi class has decided to play a game of Mother May I. The objective of the game is to advance toward Mother at the front of the room by asking permission to do something. If permission is granted, you and your classmates can step or jump forward one step. Mother either grants or denies permission by drawing a Yes or No card each time permission is sought. This game allows you to practise seeking, granting or withholding permission politely and to practise classroom routines and survival language.

## ਅੱਧੀ ਛੁੱਟੀ ਲਈ ਤਿਆਰ / Ready for Recess

### Performance Task Description

You and your classmates have been complaining that you do not know what to do during recess. Your teacher has invited the class to plan recess activities for the week. Each student has different roles to play. As a planner, you invite others to participate in your activity and respond politely to those who ask to play. As a participant, you choose to participate in an activity planned by others. Ask permission to play and respond politely to others who ask you to participate.

### Instructions

#### As an activity planner

1. Plan an activity to do with others at recess.
2. Invite others to participate in your activity.
3. When others ask to participate in your activity, either give permission or apologize and politely refuse permission.

#### As a participant in the activity

1. Choose from the activities that others have planned. Tell the activity planner that you wish to participate in his or her activity and ask permission to do so.
2. When the activity planner asks you to participate in his or her activity, either accept or politely refuse.

### Sample dialogue

Planner A: ਤੁਸੀਂ ਮੇਰੇ ਨਾਲ ਸੌਕਰ ਖੇਡਣਾ ਚਾਹੁੰਦੇ ਹੋ? / Do you want to play soccer with me?

Participant A: ਮਹਰਬਾਨੀ। ਮੈਂ ਟਾਨੀਆ ਤੇ ਮਨਦੀਪ ਨਾਲ ਟੈਗ ਖੇਡ ਰਹਾ/ਰਹੀ ਹਾਂ। / No, thank you. I am playing tag with Tanya and Manpreet.

Participant B: ਹਾਂ ਜੀ। / Yes, please.

Participant C: ਮੈਂ ਸੌਕਰ ਖੇਡਣਾ ਚਾਹੁੰਦਾ/ਚਾਹੁੰਦੀ ਹਾਂ। ਕੀ ਮੈਂ ਤੁਹਾਡੇ ਨਾਲ ਖੇਡ ਸਕਦਾ/ਸਕਦੀ ਹਾਂ? / I want to play soccer. Can I please play with you?

Planner A: (1) ਹਾਂ ਜੀ, ਤੁਸੀਂ ਖੇਡ ਸਕਦੇ ਹੋ। (2) ਨਹੀਂ ਜੀ, ਤੁਸੀਂ ਨਹੀਂ ਖੇਡ ਸਕਦੇ। ਮਾਫ਼ ਕਰਨਾ, ਹੁਣ ਸਾਡੇ ਕੋਲ ਕਾਫੀ ਖਡਾਰੀ ਹਨ। / Yes, you can play. OR No, you cannot play. I am sorry but we have enough players.

### Evaluation Tools

- Observation Checklist
- Self-assessment
- Peer-assessment Rating Scale

## ਅੱਧੀ ਛੁੱਟੀ ਲਈ ਤਿਆਰ / Ready for Recess: Observation Checklist

ਤਰੀਕ : \_\_\_\_\_

<b>Criteria: A-4.1a, LC-5.3a, LC-2.3a The student initiates simple interactions with others</b>			
Student	Yes	Not Yet	Comments
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
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9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
13.	<input type="checkbox"/>	<input type="checkbox"/>	
14.	<input type="checkbox"/>	<input type="checkbox"/>	
15.	<input type="checkbox"/>	<input type="checkbox"/>	
16.	<input type="checkbox"/>	<input type="checkbox"/>	
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19.	<input type="checkbox"/>	<input type="checkbox"/>	
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24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Considerations for future planning</b>			

# **ਅੱਧੀ ਛੁੱਟੀ ਲਈ ਤਿਆਰ / Ready for Recess: Self-assessment**

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

<i>What did I do well...</i>	<i>Looking back...</i>	<i>Looking ahead...</i>
<b>Activity Planner</b> <u>Criteria</u> A-3.1c • When I gave or did not give permission for someone to play?  A-4.1b • When I apologized and refused politely?	I also noticed that I need help with ...	next time, I will ...
<b>Participant</b> <u>Criteria</u> A-3.1c • When I asked permission to play?  A-3.2b • When I said which game I wanted to play?  A-3.2b • When I told others what I wanted to do	I also noticed that I need help with ...	next time, I will ...
<b>I want others to notice ...</b>		



## ਅੱਧੀ ਛੁੱਟੀ ਲਈ ਤਿਆਰ / Ready for Recess: Peer-assessment Rating Scale

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

ਮੈਂ \_\_\_\_\_ ਨੂੰ ਆਪਣੇ ਵਚਾਰ ਦਸ ਰਹਾ/ਰਹੀ ਹਾਂ।

	_____ could ... (Name)	Yes	A Good Start	Not Yet	I know this because ...
A-4.1b	<ul style="list-style-type: none"> <li>tell me politely I could not play</li> </ul>				
A-3.2b	<ul style="list-style-type: none"> <li>tell me what game he or she wanted to play</li> </ul>				
A-3.1c	<ul style="list-style-type: none"> <li>ask me if he or she could play</li> </ul>				
<b>A compliment I would like to pay you is ...</b>					
<b>Some advice for next time would be ...</b>					
<b>My partner's response to my feedback ...</b>					

## ਸਮਾਨਤਾਵਾਂ / Similarities

### Student's Performance Task Description

Your teacher has asked for your help as he or she would like more information about how to best teach Punjabi. As your class has had at least one year's experience learning Punjabi, your teacher thought you and your classmates would be able to tell him or her which ਸਮਾਨਤਾਵਾਂ / similarities between English and Punjabi have been helpful to remember when learning Punjabi.

### Principal Outcomes

#### *GC-2 Affirming diversity*

- ☐ **GC-2.1 awareness of first language**
  - a. identify similarities between their first language and Punjabi
- ☐ **GC-2.2 general language knowledge**
  - b. describe ways that languages can be taught and learned

### Supporting Outcomes

#### *S-1 Language learning*

- ☐ **S-1.1 cognitive**
  - a. use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., identify differences between Punjabi and their own language

### Materials

- A list of examples of cognates and words borrowed from other languages

### Alternative Assessment Task

Your parents have been invited to the school for a special second-languages evening. Pick a Punjabi-language short story on which you have worked in class. Show your parents how some words from the story are similar to your first language. Explain to your parents how this is helping you learn Punjabi.

## ਸਮਾਨਤਾਵਾਂ / Similarities

### Performance Task Description

Your teacher has asked for your help as he or she would like more information about how to best teach Punjabi. As your class has had at least one year's experience learning Punjabi, your teacher thought you and your classmates would be able to tell him or her which ਸਮਾਨਤਾਵਾਂ / similarities between English and Punjabi have been helpful to remember when learning Punjabi.

### Instructions

#### Create a word list

1. Think about when you listen to and speak in Punjabi.
2. Write down the Punjabi words that are similar to those in your first language and that have helped you learn Punjabi.
3. Write down anything else about Punjabi that is similar to your first language and that has helped you to learn Punjabi.

#### With the word list

1. Write a note to your teacher that explains which specific similarities between your first language and Punjabi have helped you to learn Punjabi.

### Evaluation Tools

- Teacher Checklist and Feedback
- Self-assessment
- Peer/Self-assessment

**ਸਮਾਨਤਾਵਾਂ / Similarities:  
Teacher Checklist and Feedback**

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

After reading your list, I noticed that you ...

Yes

No

GC-2.1a

- identified similarities between your first language and Punjabi

S-1.1a

- identified differences between your first language and Punjabi

I liked ...

A suggestion for next time would be ...



**ਸਮਾਨਤਾਵਾਂ / Similarities:  
Teacher Checklist and Feedback**

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

After reading your list, I noticed that you ...

Yes

No

GC-2.1a

- identified similarities between your first language and Punjabi

S-1.1a

- identified differences between your first language and Punjabi

I liked ...

A suggestion for next time would be ...



### ਸਮਾਨਤਾਵਾਂ / Similarities: Self-assessment

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

S-1.1a • use a variety of simple strategies, with guidance

On my word list, I think my most important point was ...

I would like to explain more about ...

I think my observations could help someone else because ...



### ਸਮਾਨਤਾਵਾਂ / Similarities: Self-assessment

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

S-1.1a • use a variety of simple strategies, with guidance

On my word list, I think my most important point was ...

I would like to explain more about ...

I think my observations could help someone else because ...



## ਇਹ ਸਭਿਆਚਾਰ ਹੈ! / This Is Culture!

### Student's Performance Task Description

Your Punjabi class would like to make a display about Punjabi culture for the bulletin boards in the school. This display will help visitors understand more about the Punjabi culture. Your class has decided to use modern Punjabi-language magazines and newspapers to create the display.

### Principal Outcomes

*GC-1 Historical and contemporary elements of Punjabi culture*

- ☐ **GC-1.1 accessing/analyzing cultural knowledge**
- a. make observations of Punjabi culture
  - b. seek out information about Punjabi culture from a variety of Punjabi sources

### Supporting Outcomes

*LC-3 Interpret and produce written and visual texts*

- ☐ **LC-3.3 viewing**
- a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations

### Materials

- Punjabi-language magazines and newspapers
- Paper, glue, markers, pencil crayons

### Alternative Assessment Task

Using the Internet, find Punjabi Web sites that show Punjabi culture. Print out these pages and attach a sticky note that explains what aspect of the Punjabi culture is demonstrated. Hand in your pages to your teacher.

### Teacher's Note

The student instructions within this performance task include directions to conduct research on the Internet. Students will need teacher guidance when performing such research.

## ਇਹ ਸਭਿਆਚਾਰ ਹੈ! / This Is Culture!

### Performance Task Description

Your Punjabi class would like to make a display about Punjabi culture for the bulletin boards in the school. This display will help visitors understand more about the Punjabi culture. Your class has decided to use modern Punjabi-language magazines and newspapers to create the display.

### Instructions

1. Consider the question, "ਸੱਭਿਆਚਾਰ ਕੀ ਹੈ?" / "What is culture?"
2. Look through a variety of Punjabi-language materials (e.g., magazines, newspapers, menus, Web sites, brochures) and look for three examples of culture.
3. Copy, trace or cut out these examples and glue them to your display paper.
4. Include phrases to go with each picture.

### Sample sentence starters

- ਇਹ ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਦਾ ਇਕ ਨਮੂਨਾ ਹੈ ਕਿਉਂਕਿ ... / This is an example of the Punjabi culture because ...
- ਇਹ ਤਸਵੀਰ ਦੱਖਾਉਂਦੀ ਹੈ ਕਿ ... / This picture shows ...
- ਮੈਂ ਜਾਣਦਾ/ਜਾਣਦੀ ਹਾਂ ਕਿ ਇਹ ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਹੈ ਕਿਉਂਕਿ ... / I know this is Punjabi culture because ...

5. Submit your work.

- |                         |  |
|-------------------------|--|
| <b>Evaluation Tools</b> | <ul style="list-style-type: none"> <li>- Teacher Rating Scale</li> <li>- Self-assessment</li> <li>- Peer Assessment</li> </ul> |
|-------------------------|--|



# ਇਹ ਸਭਿਅਚਾਰ ਹੈ! / This Is Culture!: Teacher Rating Scale

ਤਰੀਕ : \_\_\_\_\_

Student	GC-1.1a makes observations of the culture			GC-1.1b seeks out information about the culture from authentic sources		LC-3.3a derives meaning from a variety of visuals		Follow-up Needed?  Yes/No
	insightfully	basically	irrelevantly	effectively	basically	effectively	basically	ineffectively
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# ਇਹ ਸਭਿਆਚਾਰ ਹੈ! / This Is Culture!: Self-assessment

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

The picture I included is of ...	GC-1.1a, GC-1.1b I know this is about culture because ...
	⇒
	⇒
	⇒
	⇒
	⇒

**On my bulletin board display, I tried to demonstrate ...**

**Something I could do to improve my display is ...**

## ਇਹ ਸਭਿਆਚਾਰ ਹੈ! / This Is Culture! Peer Assessment

Students can choose one of the following criteria to make a positive comment:

(GC-1.1a, LC-3.3a) gave information about why the picture shows culture

(GC-1.1b) used real Punjabi sources to find your information

ਤਰੀਕ : \_\_\_\_\_

Criteria:

ਪਯਾਰ \_\_\_\_\_,

On your bulletin board display, I noticed that you ...☺

From \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

Criteria:

ਪਯਾਰ \_\_\_\_\_,

On your bulletin board display, I noticed that you ...☺

From \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

Criteria:

ਪਯਾਰ \_\_\_\_\_,

On your bulletin board display, I noticed that you ...☺

From \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

Criteria:

ਪਯਾਰ \_\_\_\_\_,

On your bulletin board display, I noticed that you ...☺

From \_\_\_\_\_



## ਖੇਡਾਂ ਲਈ ਨੁਕਤੇ / Tips for Games

### Student's Performance Task Description

Your Punjabi class loves to play board games and has asked your teacher if you and your classmates can bring in games from home to play in class. Your teacher has agreed to let you play as long as the games are played in Punjabi. To prepare to play board games from home in Punjabi class, you will learn several helpful words and phrases.

### Principal Outcomes

<b>A-3 To get things done</b>	<input type="checkbox"/> <b>A-3.1 guide actions of others</b> b. make and respond to a variety of simple requests  <input type="checkbox"/> <b>A-3.3 manage group actions</b> a. ask for help or clarification of what is being said or done in the group
<b>A-6 For imaginative purposes and personal enjoyment</b>	<input type="checkbox"/> <b>A-6.1 humour/fun</b> a. use the language for fun

### Supporting Outcomes

<b>LC-2 Interpret and produce oral texts</b>	<input type="checkbox"/> <b>LC-2.3 interactive fluency</b> a. engage in simple interactions, using simple sentences
<b>S-2 Language use</b>	<input type="checkbox"/> <b>S-2.1 interactive</b> a. use a variety of simple interactive strategies, with guidance; e.g., indicate lack of understanding, ask for clarification

### Materials

- Useful game-playing words and phrases, posted in the classroom or on handouts
- Board games

### Alternative Assessment Task

Your class is hosting a Punjabi Games Day for the Grade 4 Punjabi class. You will be playing a board game or card game with some Grade 4 students and will teach them some common words and phrases used when playing games.



## ਖੇਡਾਂ ਲਈ ਨੁਕਤੇ / Tips for Games

### Performance Task Description

Your Punjabi class loves to play board games and has asked your teacher if you and your classmates can bring in games from home to play in class. Your teacher has agreed to let you play as long as the games are played in Punjabi. To prepare to play board games from home in Punjabi class, you will learn several helpful words and phrases.

### Instructions

1. Your class will decide which favourite games will be brought in from home.
2. Discuss what simple words and phrases are needed to play these favourite games.
3. Help to create a list of useful words, phrases and questions in Punjabi; e.g.,
  - ਹੁਣ ਮੇਰੀ ਵਾਰੀ ਹੈ? / Is it my turn?
  - ਕਸ ਦੀ ਵਾਰੀ ਹੈ? / Whose turn is it?
  - ਮੈਂ ਕਾਰਡ/ ਚੱਪ ਲੈ ਸਕਦਾ/ਸਕਦੀ ਹਾਂ? / Can I take a card/chip?
  - ਮੈਂ ਡਾਈਸ ਰੋਲ ਕਰ ਸਕਦਾ/ਸਕਦੀ ਹਾਂ? / Can I roll the dice?
  - ਤੁਹਾਡੀ ਵਾਰੀ ਹੈ। / It is your turn.
  - ਨਹੀਂ, ਇਹ \_\_\_\_\_ ਦੀ ਵਾਰੀ ਹੈ। / No, it is \_\_\_\_\_'s turn.
  - ਮੇਰੀ ਵਾਰੀ ਹੈ। / It is my turn.
  - ਜ਼ਰਾ ਦੁਬਾਰਾ ਦੱਸਣਾ? / Can you repeat that?
  - ਕੀ ਤੁਸੀਂ ਮੇਰੀ ਮੱਦਦ ਕਰੋਗੇ? / Can you help me?
  - Other phrases needed for a specific game.
4. Play games from home and have fun using the Punjabi words, phrases and questions!

### Evaluation Tools

- Teacher Checklist
- Self-assessment
- Peer-assessment Rating Scale

## ਖੇਡਾਂ ਲਈ ਟੁਕੜੇ / Tips for Games: Teacher Checklist

ਤਰੀਕ : \_\_\_\_\_

The students can ...	A-3.1b make and respond to a variety of simple requests		A-6.1a uses the language for fun		LC-2.3a engage in simple interactions	
	Yes	Not Yet	Yes	Not Yet	Yes	Not Yet

1.						
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## ਖੇਡਾਂ ਲਈ ਨੁਕਤੇ / Tips for Games: Self-assessment

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

<i>What did I do well...</i>	<i>Looking back...</i>	<i>Looking ahead...</i>
<u>Criteria</u> A-3.1b • when I asked for something; e.g., "Is it my turn?" or "Can I roll the dice?"	I also noticed that I need help with ...	next time, I will ...
<u>Criteria</u> A-3.3a, S-2.1a • when I asked for help or asked someone to repeat something?	I also noticed that I need help with ...	next time, I will ...

## ਖੇਡਾਂ ਲਈ ਨੁਕਤੇ / Tips for Games: Peer-assessment Rating Scale

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

ਮੈਂ \_\_\_\_\_ ਨੂੰ ਆਪਣੇ ਵਚਾਰ ਦੱਸ ਰਹੀ/ ਰਹਾ ਹਾਂ।

My partner could ...		Yes	Getting There	Not Yet	I know this because ...
A-3.1b, LC-2.3a	• ask and respond, using game-playing phrases				
A-6.1a	• use Punjabi for fun				
A-3.3a	• ask for help when needed				
Something you did well was ...					
Some advice for next time would be ...					
My partner's response to my feedback ...					



## ਸੁਆਗਤੀ ਜਥਾ / Welcoming Committee

### Student's Performance Task Description

You have volunteered to be a part of the ਸੁਆਗਤੀ ਜਥਾ / welcoming committee for a Punjabi guest speaker visiting your class. Your job is to greet the guest speaker, introduce yourself and help him or her to feel welcome.

### Principal Outcomes

<b>A-1</b> <i>To impart and receive information</i>	<input type="checkbox"/> <b>A-1.1</b> share factual information a. ask for and provide information
<b>A-4</b> <i>To form, maintain and change interpersonal relationships</i>	<input type="checkbox"/> <b>A-4.1</b> manage personal relationships a. initiate relationships

### Supporting Outcomes

<b>LC-2</b> <i>Interpret and produce oral texts</i>	<input type="checkbox"/> <b>LC-2.3</b> interactive fluency a. engage in simple interactions, using simple sentences
<b>LC-4</b> <i>Apply knowledge of the sociocultural context</i>	<input type="checkbox"/> <b>LC-4.4</b> social conventions a. use basic politeness conventions b. use appropriate oral forms of address for people frequently encountered

### Materials

- Visual support about greetings, feelings, asking and telling one's age

### Alternative Assessment Task

Your Grade 5 Punjabi class has invited the Grade 4 Punjabi class to watch a Punjabi-language movie for children. You are responsible for inviting Grade 4 students and making them feel welcome in the class.

## ਸੁਆਗਤੀ ਜਥਾ / Welcoming Committee

### Performance Task Description

You have volunteered to be a part of the ਸੁਆਗਤੀ ਜਥਾ / welcoming committee for a Punjabi guest speaker visiting your class. Your job is to greet the guest speaker, introduce yourself and help him or her to feel welcome.

### Instructions

1. Find a partner. One person acts as the greeter from the ਸੁਆਗਤੀ ਜਥਾ / welcoming committee and the other as the Punjabi guest speaker.
2. Discuss what information might be exchanged between the greeter and the guest speaker.
3. Role-play your dialogue.

### Sample role-play

- ਸਤ ਸ੍ਰੀ ਅਕਾਲ ਸ੍ਰੀਮਾਨ/ਸ੍ਰੀਮਤੀ \_\_\_\_\_ ਜੀ। ਮੇਰਾ ਨਾਮ \_\_\_\_\_ ਹੈ। /  
Hello Mr./Mrs. \_\_\_\_\_. My name is \_\_\_\_\_.
  - ਸਤ ਸ੍ਰੀ ਅਕਾਲ। / Hello.
  - ਤੁਹਾਡਾ ਕੀ ਹਾਲ ਹੈ? / How are you?
  - ਮੈਂ \_\_\_\_\_, ਤੁਹਾਡਾ ਕੀ ਹਾਲ ਹੈ? / I am \_\_\_\_\_. How are you?
  - ਮੈਂ \_\_\_\_\_ ਹਾਂ। / I am \_\_\_\_\_.
  - ਸਾਡੀ ਜਮਾਤ 'ਵੱਚ ਤੁਹਾਡਾ ਸਵਾਗਤ ਹੈ। / Welcome to the class.
  - ਮਹਰਬਾਨੀ। / Thank you.
4. Switch roles.

### Evaluation Tools

- Observation Checklist
- Self-assessment Rating Scale and Goal Setting
- Self-assessment
- Peer Assessment

**ਸੁਆਗਤੀ ਜਥਾ / Welcoming Committee:**  
**Observation Checklist**

ਤਰੀਕ : \_\_\_\_\_

**Criteria: A-1.1a, LC-2.3a** The student asks for and provides information, and engages in simple interactions, using simple sentences

Student	Yes	Not Yet	Comments
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
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23.	<input type="checkbox"/>	<input type="checkbox"/>	
24.	<input type="checkbox"/>	<input type="checkbox"/>	
25.	<input type="checkbox"/>	<input type="checkbox"/>	
26.	<input type="checkbox"/>	<input type="checkbox"/>	
27.	<input type="checkbox"/>	<input type="checkbox"/>	
28.	<input type="checkbox"/>	<input type="checkbox"/>	
29.	<input type="checkbox"/>	<input type="checkbox"/>	
30.	<input type="checkbox"/>	<input type="checkbox"/>	

**Considerations for future planning**

**ਸੁਆਗਤੀ ਜਥਾ / Welcoming Committee:**  
**Self-assessment Rating Scale and Goal Setting**

ਨਾਮ : \_\_\_\_\_ ਤਰੀਕ : \_\_\_\_\_

When role-playing I can ...		Yes	Getting There	Not Yet	What I can do to improve ...
A-1.1a	• ask the guest speaker for information about himself or herself				
A-1.1a	• give information about myself				
A-4.1a, LC-4.4b	• greet someone appropriately				
A-4.4a, A-4.4b	• use polite language when talking to someone my own age				
LC-2.3a	• use simple sentences when talking to my partner				
The next time I role-play in Punjabi, I ...					



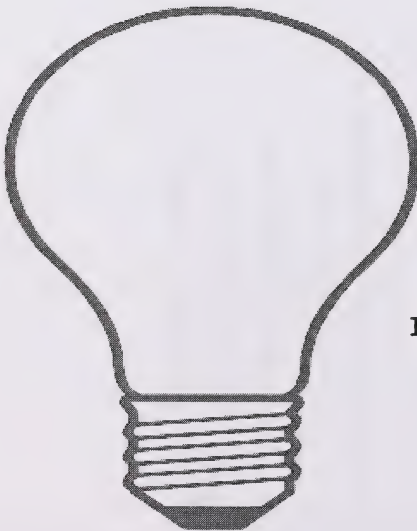
ਸੁਆਗਤੀ ਜਥਾ / Welcoming Committee: Self-assessment

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

Introducing Myself and Exchanging Information

I did these things well ...



I wish I had done this differently ...

## ਸੁਆਗਤੀ ਜਥਾ / Welcoming Committee: Peer Assessment

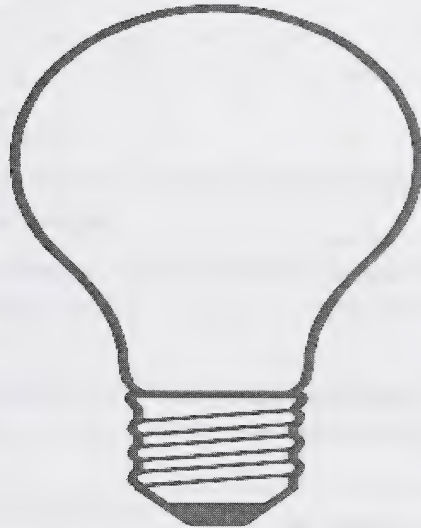
ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

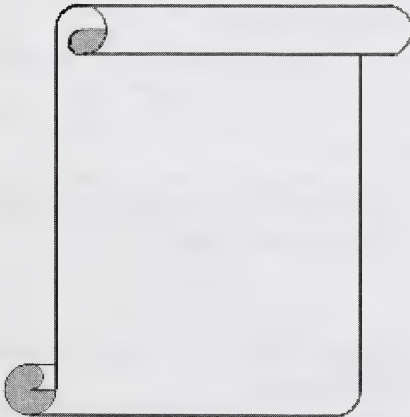
ਮੈਂ \_\_\_\_\_ ਨੂੰ ਆਪਣੇ ਵਚਾਰ ਦੱਸ ਰਹੀ/ ਰਹਾ ਹਾਂ।

### Introducing Myself and Exchanging Information

Some advice for next time ...



I really liked how you did this ...



## ਦੂਰ ਦਰਸ਼ਨ 'ਤੇ ਕਿਹੜਾ ਪ੍ਰੋਗਰਾਮ ਹੈ? / What's on TV?

### Student's Performance Task Description

Your teacher has allowed your class to choose how you would like to learn more about the Punjabi culture. Your class took a vote and decided to watch a Punjabi-language TV show for children.

### Principal Outcomes

#### *GC-2 Affirming diversity*

- ☐ **GC-2.3 awareness of own culture**
  - a. recognize similarities between their own culture and other cultures
- ☐ **GC-2.4 general cultural knowledge**
  - b. recognize that culture is expressed through a variety of forms

### Supporting Outcomes

#### *LC-2 Interpret and produce oral texts*

- ☐ **LC-2.1 listening**
  - a. understand short, simple oral texts in guided situations

#### *LC-4 Apply knowledge of the sociocultural context*

- ☐ **LC-4.3 variations in language**
  - a. acknowledge and accept individual differences in speech

#### *S-2 Language use*

- ☐ **S-2.2 interpretive**
  - a. use a variety of simple interpretive strategies, with guidance; e.g., listen for key words, infer probable meaning from contextual clues

### Materials

- A video recording of a popular Punjabi-language TV show for children
- A list of strategies to help students understand the show

### Alternative Assessment Task

Watch a Punjabi-language TV show for children and write a short article about it for the school newspaper. In your article, state the show's title and write about how Punjabi culture is reflected in the show. Write about how the Punjabi-language TV show for children is similar to other TV shows your classmates might have seen.

## ਦੂਰ ਦਰਸ਼ਨ 'ਤੇ ਕਿਹੜਾ ਪ੍ਰੋਗਰਾਮ ਹੈ? / What's on TV?

### Performance Task Description

Your teacher has allowed your class to choose how you would like to learn more about the Punjabi culture. Your class took a vote and decided to watch a Punjabi-language TV show for children.

### Instructions

1. Discuss or think about what strategies might help you understand the TV show. Your teacher might stop the show occasionally to check which strategies are working and suggest others.
2. Watch a Punjabi-language TV show for children.
3. As you watch the show, take notes to record what is similar to shows you watch at home; e.g.,
  - How can you tell who are ਚੰਗੇ ਦਰਸ਼ਨ / good guys or the ਬੁਰੇ ਦਰਸ਼ਨ / bad guys?
  - What things, places, people or ideas are similar to what you have seen in TV shows you watch at home?
  - What do you see in the TV show that seems unique to Punjabi culture?
  - What do you see in the TV show that is similar to something you have experienced with other cultures?
  - How do the characters sound different from one another?
4. After watching the TV show for children, discuss what you have seen. Discuss how the TV show reflected both the Punjabi culture and your own culture.

### Evaluation Tools

- Self-assessment
- Self-assessment
- Student Reflections



## ਦੂਰ ਦਰਸ਼ਨ 'ਤੇ ਕਿਹੜਾ ਪ੍ਰੋਗਰਾਮ ਹੈ? / What's on TV?: Self-assessment

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

### Strategies to Use to Understand Punjabi in a TV Show

Strategies we thought of in class	S-2.2a How this strategy helped me when watching the TV show for children

The strategy that best helped me understand Punjabi in the TV show was ...

Because ...

A strategy I would try to use more in the future is ...

## ਦੂਰ ਦਰਸ਼ਨ 'ਤੇ ਕਿਹੜਾ ਪ੍ਰੋਗਰਾਮ ਹੈ? / What's on TV?: Self-assessment

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

GC-2.3a

When I watched the Punjabi-language TV show for children, I noticed the following about Punjabi culture.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

LC-4.3a

What I noticed about the way characters talked was ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

I really liked ...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

ਦੂਰ ਦਰਸ਼ਨ 'ਤੇ ਕਿਹੜਾ ਪ੍ਰੋਗਰਾਮ ਹੈ? / What's on TV?: Student Reflections

ਨਾਮ : \_\_\_\_\_

ਤਰੀਕ : \_\_\_\_\_

Let me tell you about my learning

1. The part of the Punjabi-language TV show for children I liked best was ...
2. **LC-2.1a** I understood what the characters were saying when ...
3. I was confused when ...
4. I was surprised when ...
5. A question I have about the TV show is ...
1. Overall, I found the experience of watching a Punjabi-language TV show for children to be ...









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For Teacher Use

## What's on TV? Student Reflections

Let me tell you about my learning

1. The part of the presentation I liked best was...

2. I learned that...

3. I was surprised when...

4. I was interested when...

5. I enjoyed the...

6. Overall, I found the presentation...